DOCUMENT RESUME

ED 201 856 CE 028 965

AUTHOR Froelich, Larry; And Others
TITLE Food Marketing: Cashier-Checker. Student Material. Competency Based Curriculum.
INSTITUTION West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE Jun 80
NOTE 209p.; For a related document see CE 028 964.
AVAILABLE FROM West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Check Lists; *Competency Based Education; *Distributive Education; Drills (Practice); *Food Stores; Interpersonal Competence; *Job Skills; Learning Activities; Marketing; Mathematics; Postsecondary Education; *Retailing; Secondary Education; *Service Occupations; Skills; Task Analysis
IDENTIFIERS *Cashier Checker Training

ABSTRACT

This curriculum for food marketing (cashier-checking) is designed to provide entry-level employment skills. It is organized into 13 units which contain one to ten competencies. A student competency sheet provided for each competency is organized into this format: unit and competency number and name, learning steps, learning activities, and evaluation. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units are (1) Basic Math Skills, (2) Interpersonal Skills, (3) Employment Skills, (4) Occupational Awareness, (5) Introduction to Retailing, (6) Introduction to Cash Register Mechanics, (7) Cash Register Key Identification, (8) Cash Register Operation, (9) Serving Customers, (10) Store Safety and Security, (11) Receiving and Stocking Merchandise, (12) Displaying Merchandise, and (13) Miscellaneous. A teacher's guide is available separately (see note). (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201856

CE 028 965

STUDENT MATERIAL

FOOD MARKETING:

CASHIER-CHECKER

COMPETENCY BASED CURRICULUM

DEVELOPED BY:

LARRY FROEHLICH

PROJECT DIRECTOR

OKLA ANDERSON

GARNET ADULT EDUCATION CENTER

CHARLESTON, WEST VIRGINIA

BARBARA BRANDIMARTE

UNITED CAREER CENTER

CLARKSBURG, WEST VIRGINIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This competency based curriculum was developed by a grant and cooperation from the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

June 1980

ACKNOWLEDGEMENT

The development of the Cashier-Checker Competency Based Curriculum was possible due to the support and direction of Dr. Ed Davis and Dr. Fred Harrington, Bureau of Vocational, Technical and Adult Education. The validation of the competencies was completed with this assistance of Distributive and Cooperative Education instructors throughout West Virginia. Their time and cooperation was appreciated.

Okla Anderson, Garnet Adult Education Center, Charleston, West Virginia and Barbara Brandimarte, United Career Center, Clarksburg, West Virginia provided the expertise and much of their time during the last eight months. Their willingness, interest and assistance was invaluable.

Bob Lykens and the staff of United Career Center were very helpful throughout the course of the project. A special thanks to Ernestine Fulton for keeping all my accounts straight and Izetta Succurro for her help from the Business and Office Department.

A very special thanks to Lee Ann Shepherd, for her time and patience as the secretary of this project.

Thank you,

Larry Froehlich
Program Director

STUDENT MATERIAL

INTRODUCTION

This material is designed to provide entry-level employment skills for a Cashier-Checker. It may be used as part of a D.E. or D.C.T. Program or as a seperate course.

Each student competency Sheet is divided into five parts: Unit, Competency, Learning Steps, Learning Activities, and Evaluation. These sheets are intended for use by either you or your instructor.

We hope you will find these a valuable part of your program.

TOOL AND EQUIPMENT LIST

This is the tool and equipment list as it was validated in our survey. It identifies the item and the percentage of respondents that use the item, in class or on the job.

Item	% of the respondents that use this item.
Cash Register	100
Tape Dispensor	83
Price Marker-label gun	78
Broom	75
Calculator	73
Display Shelves	73
Bags	73
Display Racks	70
Carton Opener	70
Adding Machine	70
Scissors	68
Telephone	63
Grocery Basket	53
Filing Cabinet	50
Scales	50
Price Marker--Band Stamp	50

INTRODUCTION

The Teacher's Guide is designed to accompany the West Virginia Competency Based Cashier-Checker Curriculum. This guide will assist the instructor's in the use of the curriculum.

This curriculum was developed during the 1979-80 school year. The competencies which have been included were based on the V-TECS Cashier-Checker catalog with additions from the development team. These were then validated by West Virginia D.E. and D.C.T instructors and cashier-checkers presently on the job. The validation survey identified the competencies that are necessary for entry level employment.

The student competency sheets include the corresponding IDECC number for your convenience. In some instances the competency was more specific than could be identified in the IDECC system. We did the best we could.

This Teacher's Guide includes a table of contents, references, tool and equipment list, teacher's suggestions, and answer keys.

TABLE OF CONTENTS FOR
STUDENT COMPETENCY SHEETS

	Page
Unit I: Basic Math Skills	1
1. Add a minimum of four-three digit numbers	
2. Subtract a minimum of three figures from three figures	
3. Multiply a minimum of three figures by two figures	
4. Divide a minimum of three figures by two figures	
5. Change decimals to fractions	
6. Change fractions to decimals	
7. Determine given percentages	
Unit II: Interpersonal Skills	15
1. Dress appropriately for the job	
2. Practice good health habits	
3. Practice professional ethics	
4. Explain the importance of respecting the feelings of other people	
5. Deal courteously with customers	
6. View others as individuals	
Unit III: Employment Skills	21
1. Complete a job application	
2. Prepare for a job interview	
Unit IV: Occupational Awareness	37
1. Recognize own aptitudes, traits, abilities, and interests in relationship to careers	
Unit V: Introduction to Retailing	38
1. Identify the major responsibilities of the cashier-checker	
2. Identify the qualities of effective cashier-checker	
3. Identify cashier-checker's tools and equipment and their use	
Unit VI: Introduction to Cash Register Mechanics	47
1. Change the register date	
2. Replace the receipt and detail tapes	
3. Replace or re-ink the ink rolls or ribbon	
4. Unlock and lock the cash register	
Unit VII: Cash Register Key Identification	53
1. Define the function of each cash register key	
2. Locate each cash register key	
3. Use forms	

TABLE OF CONTENTS (continued) Page

Unit VIII: Cash Register Operation 73

1. Enter data with numeric keys
2. Operate correction keys
3. Enter departmental, taxable, non-taxable, food stampable, and non-food stampable items
4. Prepare the cash register for daily operation
5. Calculate and enter multiple and split prices
6. Accept and record valid coupons
7. Process refunds
8. Enter the amount tendered
9. Make proper change
10. Close the cash register for the day

Unit IX: Serving Customers 138

1. Operate balance scales
2. Operating electronic scales
3. Bag merchandise
4. Handle customer complaints
5. Answer customer questions concerning directions and products
6. Process customer through check-out counter

Unit X: Store Safety and Security 150

1. Look for and correct hazardous conditions
2. Detect and/or prevent shoplifting
3. Prevent money manipulation
4. Deal with robbers

Unit XI: Receiving and Stocking Merchandise 173

1. Receive merchandise
2. Price and stock merchandise

Unit XII: Displaying Merchandise 185

1. Build displays of featured merchandise

Unit XIII: Miscellaneous 192

1. Handle store promotions
2. Use knowledge of general store policies
3. Perform housekeeping duties for check-out area
4. Knowledge of the universal product coding system

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 1: Add a minimum of four three digit numbers. (IDECC 357).

Learning Steps

1. Define addition.
2. Align the numbers to be added.
3. Add by groups and columns.
4. Check the accuracy of the addition.
5. Practice to increase addition speed.

Learning Activities

1. Attend teacher's class presentation on "addition". Answer problems on chalkboard prepared by your teacher.

2. Prepare ten problems adding four three digit numbers. Exchange your problems with a classmate, complete and return for checking.

3. Read pages 3-9 in Basic Essentials of Mathematics, Part One--Revised. Complete problems 1 and 2 on page 89.

4. Read "Addition" pages 46-47 in Clerical Office Procedures--Fifth Edition. Complete problems 1 and 3 on page 56.

5. View filmstrip "Addition and Subtraction, Part 1 and 2" in Mast Learning System. View and complete problems in "Addition Practice Problems, Part 1 and 2".

6. View filmstrip/cassette "Using Addition" in Using Basic Math Skills. Complete all problems in filmstrip.

7. Read "Developing Skill in Addition", pages 4-18 in Math for Business Careers--Fourth Edition. Complete problem Job 1 on page 18.

8. Practice addition on Information Sheet I-1-1.

Evaluation

Given ten addition problems, correctly add them without the use of references.

INFORMATION SHEET I-1-1

1.	2.	3.	4.	5.
613	216	447	532	176
587	326	432	424	246
911	159	204	439	128
248	138	128	27	141

6.	7.	8.	9.	10.
454	44	561	177	437
312	241	468	219	547
851	881	728	188	216
53	393	256	230	139
562	602	312	543	422

11.	12.	13.	14.	15.
158	432	159	462	226
631	63	277	131	114
177	311	318	429	342
334	640	923	154	786
303	442	154	561	782
901	247	236	336	343

STUDENT COMPETENCY SHEET

Unit I: Basic math skills

Competency 2: Subtract a minimum of three figures from three figures. (IDECC 353)

Learning Steps

1. Define subtraction.
2. Align numbers to be subtracted.
3. Subtract the figures.
4. Check your answers.
5. Practice to increase your speed.

Learning Activities

1. Attend teacher's class presentation on "Subtraction". Answer problems on chalkboard prepared by your teacher.

2. Prepare ten problems subtracting two figures from three figures. Exchange your problems with a classmate, complete and return for checking.

3. Read pages 11-15 in Basic Essentials of Mathematics, Part One-Revised. Complete problems 1-18 on page 13.

4. Read "Subtraction" pages 47-48 in Clerical Office Procedures--Fifth Edition. Complete problems 4, 5, and 6 on page 56.

5. View filmstrip "Addition and Subtraction, Parts 3 and 4" in Mast Learning System. View and complete the problems on the filmstrip "Simple Addition and Subtraction."

6. View filmstrip/cassette "Using Subtraction" in Using Basic Math Skills. Complete all problems in the filmstrip.

7. Read "Subtraction" pages 36-43 in Math for Business Careers. Complete Problems 4 (a, b, c, d).

8. Practice subtraction on Information Sheet I-2-1.

Evaluation

Given ten subtraction problems, determine the correct differences for each problem, using no reference.

INFORMATION SHEET I-2-1

1. 591 -345	2. 892 -233	3. 292 -167	4. 482 -156	5. 491 -384
6. $5.61 -1.49	7. $4.67 -2.38	8. $2.67 -1.37	9. $1.98 - .89	10. $6.63 -4.26
11. $12.51 - 7.33	12. $17.77 -2.01	13. 12,346 -8,983	14. $45.19 -12.87	15. $1,945 - 729

12

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 3: Multiply a minumum of three figures by two figures. (IDECC 353)

Learning Steps

1. Define multiplication.
2. Align numbers to be multiplied.
3. Multiply figures.
4. Check your answers.
5. Practice to increase your speed.

Learning Activities

1. Attend class presentation on "Multiplication Tables and Multiplying Larger Numbers" by your teacher.

2. Prepare five problems multiplying three figures by two figures, exchange with a classmate, complete their problems and return for checking.

3. Study pages 16-20 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 6 on page 16, problem 5 on page 18, and problem 6 on page 20.

4. Read the first and second paragraphs "Multiplication" on page 49 in Clerical Office Procedures--Fifth Edition. Complete the problems prepared by your teacher.

5. View filmstrip/cassette "Using Multiplication" in Using Basic Math Skills. Complete all problems in the filmstrip.

6. View filmstrip "Multiplication and Division, Parts 1 and 2" in Mast Learning System. Complete all problems in the filmstrip.

7. Read "Multiplication" pages 22-34 in Math for Business Careers. Complete problem 2 (a, b, c, d) on page 35.

8. Practice multiplication on Information Sheet I-3-1.

Evaluation

Given ten multiplication problems, determine the correct product for each problem, using no references.

INFORMATION SHEET I-3-1

1. 245 x20

2. 67 x53

3. 51 x90

4. 165 x27

5. 151 x21

6. 183 x99

7. 200 x155

8. $51.76 x1.35

9. $79.57 x3.87

10. $14.93 x1.53

11. $11.78 x 65

12. $116.64 x 1.12

13. $40.00 x 2.15

14. $18.65 x 1.47

15. $1,641.38 x 7.47

14

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 4: Divide a minimum of three figures by two figures. (IDECC 353)

Learning Steps

1. Define division.
2. Align numbers to be divided.
3. Divide the figures.
4. Check your answers.
5. Practice to increase your speed.

Learning Activities

1. Attend class presentation on "Division and Accuracy Check" by your teacher. Obtain review exercise prepared by your teacher.

2. Prepare five problems dividing three figures by two figures, exchange with a classmate, complete their problems and return for checking.

3. Read pages 24-31 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 25 on page 24, problem 12 on page 25, and problem 1 on page 29.

4. Complete "Practice with Division" problems 2 and 3 on page 31 in Basic Essentials of Mathematics, Part One-Revised.

5. View filmstrip/cassette "Using Division" in Using Basic Math Skills. Answer all questions in the filmstrip.

6. View filmstrip "Multiplication and Division, Parts 3 and 4" in Mast Learning System. Complete all problems in the filmstrip.

7. Read "Developing Skills in Division" pages 48-58 in Math for Business Careers. Complete problems 5 and 8 on pages 53 and 54.

8. Practice division on Information Sheet I-4-1.

Evaluation

Given ten division problems, determine the correct answers for the problems, using no reference.

INFORMATION SHEET I-4-1

1. $76\overline{)3716}$ 2. $78\overline{)2775}$ 3. $48\overline{)4789}$

4. $48\overline{)5492}$ 5. $61\overline{)2542}$ 6. $275\overline{)6384}$ 7. $287\overline{)14671}$

8. $21\overline{)25305}$ 9. $31\overline{)1395}$ 10. $937\overline{)4037}$ 11. $18\overline{)17,443}$

12. $23\overline{)66,933}$ 13. $35\overline{)4290}$ 14. $186\overline{)803,406}$

15. $62,178\overline{)3,295,434}$

16

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 5: Change Decimals to Fractions. (IDECC 353)

Learning Steps

1. Define fractions and decimals.
2. Identify the steps for changing decimals to fractions.
3. Change decimals to fractions.
4. Check for accuracy.
5. Practice to increase your speed.

Learning Activities

1. Attend class presentation on "Changing Decimals to Fractions". Complete review exercise prepared by your teacher.

2. Prepare ten decimals, exchange with a classmate and convert their decimals to fractions.

3. Read "The Meaning of Fractions and Writing Fractions" pages 33-34 in Basic Essentials of Mathematics, Part One-Revised. Study page 67 and complete problem 1.

4. Read "Fractions and Decimals" page 52 in Clerical Office Procedures-Fifth Edition.

5. View filmstrip "Decimals, Part 3 and 4" in Mast Learning System. Answer all questions in filmstrip.

6. Work problems on Information Sheet I-5-1.

Evaluation

Given ten decimals, correctly change each to common fractions, using no references.

INFORMATION SHEET I-5-1

Convert the following decimals to fractions.

1. .45
2. 3.2
3. 6.05
4. .24
5. .52
6. 4.75
7. 4.0375
8. 8.025
9. .032
10. 3.004
11. 3.04
12. 9.875
13. 7.005
14. .375
15. .25

18

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 6: Change Fractions to Decimals. (IDECC 353)

Learning Steps

1. Define fractions and decimals.
2. Identify the steps for changing fractions to decimals.
3. Change the fractions to decimals.
4. Check for accuracy.
5. Practice to increase your speed.

Learning Activities

1. Attend class presentation by your teacher on "Changing Fractions to Decimals". Complete review exercise prepared by your teacher.

2. Prepare ten fractions, exchange with a classmate and change their fractions to decimals.

3. Read "Unit 3" pages 64-67 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 2 on page 67. Discuss any problems you have with decimals or fractions with your teacher.

4. Read "Fractions and Decimals" page 52 in Clerical Office Procedures-Fifth Edition.

5. Read "Choosing Decimals or Fractions" page 72 and read "Dividing Smaller Numbers by Larger Numbers" page 81, in Basic Essentials of Mathematics, Part One-Revised. Complete problem 4 on page 81.

6. View filmstrip "Decimals-Parts 2 and 3" in Mast Learning System. Answer all questions in filmstrip.

7. Work problems on Information Sheet I-6-1.

Evaluation

Given ten fractions, correctly change to equivalent decimals, using no references.

INFORMATION SHEET I-6-1

Convert the following fractions to decimals.

1. 3/15
2. 4/8
3. 8/30
4. 6/50
5. 4/30
6. 8/25
7. 3/40
8. 6/25
9. 1/3
10. 1/4
11. 5/11
12. 4/25
13. 2/3
14. 7/32
15. 31/15

20

STUDENT COMPETENCY SHEET

Unit I: Basic Math Skills

Competency 7: Determine given percentages (IDECC 377)

Learning Steps

1. Define percent.
2. Identify the steps in changing decimals and fractions to percent.
3. Determine given percentages.
4. Check for accuracy.
5. Practice to increase your speed.

Learning Activities

1. Participate in teacher's class presentation "Using Percentages". Answer questions put on chalkboard by your teacher.

2. Read "Unit 1" pages 3-23 in Basic Essentials of Mathematics, Part One-Revised. Complete problems 3, 9, 15, 21, 31, and 36 on page 23.

3. Read "Percentages" pages 53-54 in Clerical Office Procedures-Fifth Edition. Complete problems, 7, 9, 14 and 15 on page 56.

4. View filmstrip/cassette "Using Percentages" in Using Basic Math Skills. Answer all questions in filmstrip.

5. Using a newspaper, locate the following information.
   (a) League standing of professional sport teams.
   (b) Individual statistics of a professional ball player.
   (c) Advertisement containing discount price.
   Explain to the class how the league standing and the individual statistics were computed. Also, explain how the discount price was arrived. Use available resource.

6. Work problems on Information Sheet I-7-1.

Evaluation

Given five written problems in percent, determine the correct solution for each problem, using no references.

INFORMATION SHEET I-7-1

Change the following decimals and fractions to percents:

1. 2/5
2. 7/16
3. 5/11
4. 2/3
5. 9/64
6. 25/32
7. 3/4
8. .0045
9. 1.65
10. 4.3
11. .36
12. 1.08
13. .0075
14. .0005
15. 3.5

22

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 1: Dress appropriately for the job. (IDECC 263)

Learning Steps

1. Define acceptable clothes for work.
2. Obtain and organize proper dress.
3. Dress appropriately.

Learning Activities

1. Consult O.S.H.A. manual and determine proper precaution in selecting clothes for your job.

2. Read pages 62-72 of Personality Development for Business and answer questions on page 73.

3. Read pages 43-44 in World of Work and list three important factors in dressing properly.

4. In writing, describle the proper dress for your chosen occupation that incorporates safety, comfort and appearance.

5. Invite a guest from a state or private employment agency to speak to the class on appropriate dress for various occupations. Participate in a question and answer period.

6. In small groups, develop a skit on "Do's and Don'ts" for dressing for the job. Present to the class

7. Tour a local business, plant, office, store to observe appropriate dress and discuss observations on types of clothing, footwear, etc. in class.

8. Participate in a teacher led discussion regarding appropriate dress for various jobs.

Evaluation

Present to the class an outfit that would be appropriate for a job you have chosen. Explain why the attire would be considered appropriate.

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 2: Practice good health habits. (IDECC 285)

Learning Steps

1. Define good health habits relating to: posture, exercise, cleanliness, nutrition, sleep and rest, care of eyes, teeth, hair, complexion, hands and fingernails.
2. Organize a plan for good health habits.
3. Practice the plan.

Learning Activities

1. Read pages 47-56 of Personality Development for Business or appropriate pages of the reference provided by your instructor.

2. View one of the following films: "Good Looks", Modern Talking Pictures; "Cleanliness and Health", University of Michigan Film Library. Discuss the film with the class.

3. Make a schedule for daily and weekly grooming, chart your activities for two weeks.

4. Discuss and list ways of aiding a good night sleep.

5. List habits of good care of your: eyes, teeth, hair, complexion, hands, fingernails, etc.

Evaluation

Write a weekly plan for good health habits. Chart the plan for two weeks and submit to your instructor.

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 3: Practice Professional Ethics

Learning Steps

1. Define professional ethics.
2. Determine ethics pertaining to your job goal.
3. Practice professional ethics related to your job goal.

Learning Activities

1. View one of the following films: "How Honest Are You", Coronet Instructional Films; "Cheating", Young American Films; "Developing Your Character", Coronet Instructional Films. Participate in a class discussion.

2. Discuss values as in Chapter 14 of Discovering Yourself (Science Research Associates). Discuss "When Your Conscience Hurts You".

3. In small career groups, develop and role-play professional ethics for each participant's career. Present to class.

4. Read Ethics for Everyday Living and write a definition for ethics as it applies to your job goal.

5. List five values necessary for your job success. Rank each value in order of importance to you. Then list five important values of a person you know who seems to be successful in the same objective you want to pursue. Have the teacher evaluate.

Evaluation

For one week's time determine what your activities are going to be practicing professional ethics. To determine your success, defend to the class the success of carrying out your plan.

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 4: Explain the importance of respecting the feelings of other people.

Learning Steps

1. Identify areas in which people's feelings differ. (Example: religion, politics, personal dress, etc.)
2. Determine why people have different feelings.
3. Explain the importance of respecting the feelings of other people.

Learning Activities

1. Develop a skit to show the class how respect is fostered through the consideration one shows to others.

2. Attend a class presentation by a local manager or supervisor on "How to Respect Ideas of Others". Participate in a question and answer session.

3. Read pages 1-6 in Your Attitude Is Showing. Answer questions 1, 6, 9, 12, and 13 in assignment manual.

4. View filmstrip "Consideration of Others and Acceptence of Differences". (Developing Basic Values)

5. Define the term "maintaining an objective point of view".
   a. List reasons why it is important to maintain an objective point of view with others.
   b. List three ways to maintain an objective point of view.

6. Select a member of the class and indicate where your feelings differ from your classmates in three areas (such as: religon, politics, etc.)

Evaluation

List five reasons why a person should respect the feelings of others.

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 5: Deal courteously with customers. (IDECC 281)

Learning Steps

1. Identify terms.
2. Analyze courteous and discourteous actions.
3. Determine rules of courtesy.
4. Act courteously.

Learning Activities

1. Identify the following terms: mannerly, respect, patience, impatience, fatigue, aggravation, meekness, forwardness, service, and tone of voice.

2. Choose a member of your community and ask them to recall an instance in their career when an act of discourtesy cost them a sale, a contract, a job, etc. Record their response.

3. Recall an instance in your own life when an act of discourtesy cost you something.

4. Explain in writing courteous behavior in your occupational area.

Evaluation

Given the following hypothetical situation, select a courteous response and list three or more ways how it might improve the situation: Mrs. Schmidt came into your establishment at 11:00 a.m. with a complaint that was committed by another establishment. You were busy taking stock inventory which was to be completed before 12:00 noon. Being pressed for time, you raised your voice to Mrs. Schmidt and indicated to her you could not take time to discuss the matter. Mrs. Schmidt left, but immediately upon returning home reported the incident to the Better Business Bureau. They in turn reported the matter to your supervisor, who repremanded you.

How would you correct the situation?

STUDENT COMPETENCY SHEET

Unit II: Interpersonal Skills

Competency 6: View others as individuals. (IDECC 313)

Learning Steps

1. Identify terms.
2. Explain how to view people individually.
3. List advantages of viewing people individually.
4. Contrast viewing people individually and as a part of a recognized group.

Learning Activities

1. Identify the following terms: race, rich, poor, pretense, temperament, old, young, handicapped.

2. Describe on paper in your own words how each of the above terms might cause one to view others in a way other than as an individual.

3. Participate in a class discussion and take notes on the following quotations on individuality.
   a. "The worth of the state, in the long run, is the worth of the individuals composing it."
      (John Stuart Mills)
   b. "The whole theory of the universe is directed unerringly to one single individual."
      (Walt Whitman)
   c. "An institution is the lengthened shadow of one man."
      (Ralph W. Emerson)
   d. "Individuality is the aim of political liberty."
      (James F. Cooper)

Evaluation

Describe in your own words, what the following quotation means in terms of individuality?

"You can't tell a book by its cover."

STUDENT COMPETENCY SHEET

Unit III: Employment Skills

Competency 1: Complete a job application

Learning Steps

1. Read the application form carefully before filling it out.
2. Refer to your Personal Data Sheet.
3. Draw a short line in the blanks that do not apply, or write N/A (not applicable).
4. Either print or write, as directed. (NOTE: Never use both.)
5. Use either a pen or a clear-writing pencil. (NOTE: Never use both.)
6. Do not use abbreviations.
7. Be neat, accurate and honest with all information.
8. Fill out all the blanks as they apply to you.
9. Always write your signature.
10. Do not write in the blanks that are to be used by the company.

Learning Activities

1. Locate the following information needed to successfully complete a job application form: Use your personal data sheet.
   Personal Data
   - (1) Date of Birth (DOB)
   - (2) Place of Birth (POB)
   - (3) Social Security Number (SSN)
   - (4) Telephone number, including area code
   - (5) Residence, including ZIP Code
   - (6) Marital status (if listed)

   Educational information
   - (1) High School and college
   - (2) Courses taken
   - (3) Co-Curricular activities
   - (4) Extra-curricular activities
   - (5) Special awards and recognitions

   Military information
   Previous employment

2. Read and learn the terms listed on Information Sheet III-1-1 ("Terms to Know to Fill Out a Job Application"). Discuss these terms with your class.

3. Complete Information Sheet III-1-2, "Self-Check".

4. Practice completing an application for employment (Information Sheet III-1-3).

5. Fill out a different application form provided by your instructor or an employer.

STUDENT COMPETENCY SHEET III-1 (continued)

6. Read about completing Job Applications on pages 585-588, General Business for Economic Understanding, 11th Ed., DeBrum, Haines, Malsbary, Daughtrey, (Southwestern Publishing Co., 1976), or pages 522-523, General Office Practice, 3rd Ed., Archer, Brecker, Frakes, Stewart, (McGraw-Hill Book Company, 1968) or the reference provided by your instructor.

Evaluation

Complete the application form provided by your instructor.
The directions printed on the application form must be followed with 100% accuracy.
All information filled in on the application must be spelled correctly.
The completed application must appear in a neat form and approved by your instructor.

INFORMATION SHEET III-1-1

Terms To Know To Fill Out A Job Application

1. NATIONALITY--country where a person is born.
2. GUARDIAN--person in charge of the legal care of a youth.
3. MARITAL STATUS--single, married, divorced or widowed.
4. NUMBER OF DEPENDENTS--individuals who depend upon you for their support.
5. ETHNIC GROUP--caucasian (white), negroid (black), Indian, Asian, other.
6. LIMITATIONS--health or physical condition that may hinder a person on the job.
7. CAPABILITIES--things you do well.
8. COMPENSATION--pay for time not able to work.
9. NATURALIZED CITIZEN--a person not born in this country who has gone through the legal process to become a citizen.
10. NATURAL BORN CITIZEN--a person who is born in a country.
11. FRINGE BENEFITS--things given an employee other than money.
12. WAGE--the hourly rate of pay.
13. SALARY--monthly or yearly contract payments.
14. SUPERVISOR--someone in charge of other workers in a company.
15. EMPLOYEE--a person who works for another person or company.
16. EMPLOYER--a person or company who hires another.
17. O.A.S.I.--Old Age Survivors Insurance.

INFORMATION SHEET III-1-1 (continued)

18. DEDUCTION--that which is taken from a pay check.

19. FEDERAL WITHHOLDING--tax money taken out for the U.S. Government.

20. STATE WITHHOLDING--tax money taken out for the State Government.

21. ANNUITY--a form of saving money.

22. GROSS PAY--the total amount paid before deductions.

23. TAKE HOME PAY--the amount that is taken home.

24. MANAGEMENT--those who make decisions.

25. PERSONNEL MANAGER--person who is in charge hiring of people.

26. JOB INTERVIEW--the person-to-person contact between employee and prospective employer.

27. F.I.C.A.--(Federal Insurance Compensation Act)--money taken out for Social Security.

INFORMATION SHEET III-1-2
Self-Check Test

Define the following terms:

1. Nationality--- _____
2. Guardian-- _____
3. Marital status-- _____
4. Number of dependents-- _____
5. Ethnic group-- _____
6. Limitations-- _____
7. Capabilities-- _____
8. Compensation-- _____
9. Naturalized Citizen-- _____
10. Natural born citizen-- _____
11. Fringe benefits-- _____
12. Wage-- _____
13. Salary-- _____
14. Supervisor-- _____
15. Employee-- _____
16. Employer-- _____
17. O.A.S.I.-- _____
18. Deduction-- _____
19. Federal withholding-- _____
20. State withholding-- _____
21. Annuity-- _____
22. Gross Pay-- _____
23. Take home pay-- _____
24. Management-- _____
25. Personnel Manager-- _____
26. Job interview-- _____
27. F.I.C.A.-- _____

INFORMATION SHEET III-1-3

APPLICATION FOR EMPLOYMENT

Personal Information

Print Name Mr. / Ms.

Last First Middle

Address: No. and Street

City State Zip Code

Telephone: Area Code / No. Social Security No. - -

Is Your Age (check one) Under 18 ___ 18-65 ___ over 65 ___

Are you a citizen of the U.S.A.? ___yes ___No

If you are not a citizen of the U.S.A., do you have a legal right to remain permanently in the U.S.? _____yes _____No

==========

Job Interest

Position Desired: | Date Available:

Wages or salary expected $ Hr. / per Wk. / Mo. | Other Work For Which You are Qualified

Willing to Work Night Shift yes No | Have You Ever Applied for a Security Clearance? yes No

Have You Ever Been Granted A Security Clearance? _____yes _____No | Type of Clearance Granted?

==========

U.S. Military History

Branch Date Entered / / | Date Discharged / /

Rank When Discharged

Armed Forces Reserve Branch or National Guard Active Inactive

List Any Special Skills Acquired While In U.S. Armed Forces

34

INFORMATION SHEET III-1-3 (continued)

Educational Background

School Name and Address of School Include Grade School, High School Trade School, College or Business School, Night School, Correspondence School, Other	Dates of Attendance		Diploma Degree of Certificate	Course of Speciality
	From	To		

School Activities

Sports:	Student Government: List Others

Clubs or Fraternities (Sororities): List Offices

Honorary Clubs:

Academic Honors:

Employment History

Please Cover Employment for Past 10 Years,
Including U.S. Military

Date	Name & Address Employer	1. Job Title 2. Department 3. Name of Supervisor	Describe Major Duties	Wages	Reason For Leaving
From		1.		Start $__per	
Mo.Yr					
To		2.		Final	
Mo.Yr		3.		$__per	

INFORMATION SHEET III-1-3 (Continued)

References

Please Give Professional and Personal References

Name (First, Middle, Last)	Address (Street, City, State)	Occupation (Position or Title)

Pre-Employment Statement

I voluntarily give this Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information.

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company. I agree to wear or use protective clothing or devices as required by the Company and to comply with the safety rules.

If employed by the Company, I understand that this employment is subject to the security policies of the Company. I further understand that if the position for which I am hired requires access to classified information and I am not able to obtain a security clearance, I will not be allowed to work in this position. My employment with the Company in a position not requiring security clearance depends upon the existence of such a position for which I am qualified.

I further understand that any false answers or statements made by me on this application or any supplement therein or in connection with the above mentioned investigation will be sufficient grounds for immediate discharge.

Applicant's Signature _____ Date _____

STUDENT COMPETENCY SHEET

Unit III: Employment Skills

Competency 2: Prepare for a Job Interview (IDECC ES6)

Learning Checklist

1. Write a letter of application and ask for an interview. Or, go directly to the employer and ask for an interview.
2. Get a good night's sleep before the interview.
3. Before going to the interview, make sure you have a neat, appropriate appearance.
4. Be prompt for the interview.
5. Go alone.
6. Look pleasant.
7. Introduce yourself in a quiet, pleasant way.
8. Shake hands firmly.
9. Sit erect (if the prospective employer indicates that you should sit down.)
10. Avoid signs of nervousness (such as tapping fingers or foot).
11. Look the interviewer in the eye.
12. Be ready to describe your competencies and qualifications to the interviewer.
13. Be ready to take a performance test if the job requires it.
14. Leave discussion of salary to the end of the interview.
15. Thank the interviewer before you leave.
16. Every interview should be followed up with a letter of appreciation.

Learning Activities

1. Read appropriate pages of the reference provided by your instructor or; Read page 588, General Business for Economic Understanding, 11th Ed., DeBrum, Haines, Malsbary, Daughtrey, (Southwestern Publishing Co., 1976), or read pages 519-521, General Office Practice, 3rd Ed., Archer, Brecker, Frakes, Stewart (McGraw-Hill, 1968).

2. Complete Information Sheet III-2-1, "Self-Check Test."

3. Develop a list of competencies you have mastered.

4. Read the following Information Sheets:
   (a) "Things to Remember at the Interview" Information Sheet III-2-2.
   (b) "Some Frequently Asked Questions During the Interview" Information Sheet III-2-3.

STUDENT COMPETENCY SHEET III-2 (continued)

5. Review "Checklist to be Used Before Going for an Interview" Information Sheet III-2-4.

6. Practice being interviewed by another student.

Evaluation

Prepare for a job interview. You will be interviewed by your instructor or by another student and observed by your instructor. The information provided on the information sheets will be the standard.

INFORMATION SHEET-III-2-1

Self-Check Test*

1. Prior to an interview, a well-prepared applicant should:
   a. Rely on memory to answer or fill out any questions.
   b. Be prepared to answer questions by composing their own questions and answers.
   c. Answer all questions "off the top of the head."

2. For the interview, an applicant should:
   a. Wait for the interviewer to explain what the company's business is.
   b. Not worry about the company, just be interested in a specific job.
   c. Research the company.

3. In preparation for the interview, an applicant should:
   a. Locate the company prior to the interview.
   b. Leave early enough to find the company on the day of the interview.

4. Appropriate dress for an interview might be:
   a. Blue jeans and a shirt.
   b. Your best dress-up clothes.
   c. Clean, neat clothes appropriate to the company and the job you're applying for.

5. When an interview is scheduled for 10:00 a.m., the applicant should:
   a. Not worry about being ten (10) minutes late.
   b. Be punctual.
   c. Arrive an hour early.

6. When speaking with the interviewer, an applicant should:
   a. Emphasize good points.
   b. Tell the interviewer they didn't do so well in some skills or courses.
   c. Avoid the whole truth.

7. To answer any questions an interviewer might ask, an applicant should:
   a. Be honest, factual and sincere.
   b. Make up something if they don't know the answer.
   c. Lie if necessary to make a good impression.

8. If asked, "What can you do?" an applicant should:
   a. Avoid saying, "I'll do anything."
   b. Tell the interviewer, "It depends."
   c. Say, "I'll do anything."

9. When speaking to an interviewer, an applicant should:
   a. Try to look the interviewer in the eye.
   b. Read the pre-written paper.
   c. Look around the room.

10. An appropriate response to end an interview might be:
   a. "Thank you."
   b. "See you later."
   c. "Please pick me."

11. If an applicant never hears from the company, they should:
   a. Never apply for another job.
   b. Tell friends never to apply there.
   c. Not be discouraged.

12. If an applicant doesn't get the job, they should:
   a. Analyze why.
   b. Forget about the interview.
   c. Blame it on the interviewer.

13. If an applicant doesn't get the job, they should:
   a. Mourn.
   b. Keep trying.
   c. Be content to be unemployed.

*No answers are provided for this self-check test. Instead, use each item as a discussion item with your instructor and class. Also, look for the correct answers as you complete the other Learning Activities for this task.

INFORMATION SHEET III-2-2

Things to Remember at the Interview*

1. Sit up Straight.
2. Speak in a quiet, pleasant voice.
3. Try to answer all questions correctly.
4. Never talk about personal problems.
5. Be respectful.
6. Use your best English at all times.
7. Know or write down the questions you wish to ask during the interview.
8. Never smoke or chew gum during the interview.
9. Inquire as to what follow-up procedure is required.
10. School subjects you liked best, extracurricular activities, etc.
11. Your educational plans.
12. Ask some questions about the firm.
13. If you've ever been employed, be able to list employer, name of firm, date employed, addresses, salary and reason for leaving.

*Courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education--State Department of Vocational Education, Richmond, Virginia.

INFORMATION SHEET III-2-3

Some Frequently Asked Questions During the Interview*

1. What are you future vocational plans?
2. In what school activities have you participated?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work at our company?
6. What jobs have you held? Why did you leave?
7. What course did you like best in school? Least? Why?
8. What do you know about our company?
9. Do you feel that you have received good general training?
10. Why do you feel that you will be successful in your field?
11. What extracurricular offices have you held?
12. What are your ideas on salary?
13. Do you prefer any specific geographic location? Why?
14. How much money do you expect to earn at the age of 20? 35?
15. How did you rank in school?
16. Do you think that your extracurricular activities were worth the time devoted to them?
17. What personal characteristics are necessary for success in your field?
18. What is your father's occupation?
19. Are you looking for a permanent or temporary job?
20. Do you prefer working alone or with others?
21. Can you take instructions without feeling upset?
22. Tell me a story.
23. Are you primarily interested in making money or do you feel that service to your fellowman is satisfactory pay?
24. Do you live with your parents?
25. Can you get recommendations from previous employers?

42

INFORMATION SHEET III-2-3 (continued)

26. What interests you about our products and services?

27. Do you feel you have done the best scholastic work of which you are capable?

28. How long do you expect to work?

29. Have you ever had any trouble getting along with fellow students?

30. Do you like routine work?

31. What size city do you prefer?

32. What is your major weakness?

33. Will you work hard to get ahead?

34. Are you eager to please?

35. What do you do to get in good physical condition?

36. Have you had serious illnesses or injuries?

37. Are you willing to relocate if the company wishes?

38. What job in the company would you like most to have?

39. Is it difficult for you to get along with people who have different backgrounds and interests than you?

40. Sould an employer consider your grades? Why?

41. Would you be willing to work overtime? How much?

42. What have you done that indicated initiative and a desire to work?

43. You have a complaint about your job or working condition. How would you handle it?

44. You and a fellow worker are having differences about your job. What would you do?

45. You have an idea you feel will help the company. What would you do?

*Courtesy of the Virginia Polytechnic Institute and State University Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education--State Department of Education, Richmond, Virginia.

INFORMATION SHEET III-2-4

Check List To Be Used Before Going For An Interview*

		Yes	No
1.	Did I plan ahead for the interview?	____	____
2.	Am I nervous when I meet people?	____	____
3.	Do I ask intelligent questions?	____	____
4.	Do I become tense when asked questions?	____	____
5.	Am I highly emotional?	____	____
6.	Do I take pride in my appearance?	____	____
7.	Do I listen when someone else is talking?	____	____
8.	Do I look at the speaker?	____	____
9.	Do I practice good posture?	____	____
10.	Do I use proper English?	____	____
11.	Do I think before answering?	____	____
12.	Do I answer honestly?	____	____

*Check list courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education, State Department of Education, Richmond, Virginia.

STUDENT COMPETENCY SHEET

Unit IV: Occupational Awareness

Competency 1: Recognize own aptitudes, traits, abilities, and interests in relationship to careers. (IDECC ES1)

Learning Steps

1. Define: Life style; aptitudes; ability; and personal traits.
2. Determine life style goals, career preference (interests), mental and/or physical aptitudes and abilities, and personality traits that relate to work.

Learning Activities

1. Read pages 82-96 in Succeeding in the World of Work and answer the questions on pages 96-97.

2. Research at least three careers and determine what aptitudes, traits, interests, and abilities are required for each. Prepare a written report from your findings.

3. View filmstrip/cassette "Education and Training". Take notes as you view the filmstrip using the learning steps as a guide.

4. Participate in a teacher led discussion on how to recognize your aptitudes, traits, interests, and abilities. Take notes using the learning steps as a guide.

5. Participate in a class presentation by a guidance counselor, a job placement person, or a cooperative education coordinator on the topic "Choosing Careers?" Take notes during the presentation using the learning steps as a guide.

Evaluation

Write a report stating which of your own aptitudes, traits, interests and abilities you have now recognized as playing a major role in relationship to your career.

STUDENT COMPETENCY SHEET

Unit V: Introduction to Retailing

Competency 1: Identify the major responsibilities of the cashier-checker.

Learning Steps

1. Explore the job of retail cashier-checkers.
2. Define terms.
3. Relate responsibilities to one job you have identified.

Learning Activities

1. Read pages 28-29 in Exploring Wholesaling and Retailing Careers.
2. Read the Mini-Case on pages 68-70 in Exploring Wholesaling and Retailing Careers.
3. Identify the responsibilities in small groups, from your readings.
4. Locate "cashiers" in the Occupational Outlook Handbook and after reading the appropriate pages, list five major responsibilities.
5. Read Information Sheet V-1-1, "Major Responsibilities of a Cashier-Checker."

Evaluation

Identify and define fifteen responsibilities of a cashier-checker without the use of references.

INFORMATION SHEET V-1-1

Major Responsibilities of a Cashier-Checker

1. Prepare sales area and check-out area for business
2. Prepare cash drawer for business.
3. Greet and treat customers courteously.
4. Know special prices and price changes.
5. Sort merchandise.
6. Record customer purchases on cash register.
7. Calculate and enter taxes.
8. Finalize the transaction.
9. Validate and accept: Checks, food stamps, credit cards, cash, coupons, etc.
10. Make change.
11. Bag or wrap merchandise.
12. Handle customer questions, complaints and returns.
13. Detect and report unlawful occurances such as shoplifting, pilferage, money manipulations, robberies, etc.
14. Handle appropriate forms for daily transactions.
15. Weigh and price merchandise.
16. Display merchandise.
17. Receive, price and stock merchandise.
18. Inventory merchandise.

STUDENT COMPETENCY SHEET

Unit V: Introduction to Retailing

Competency 2: Identify the qualities of effective Cashier-Checker.

Learning Steps

1. Explain the terms as applied to effective Cashier-Checker.
2. Evaluate a Cashier-Checker.
3. Use the qualities of an effective checker in a simulated check-out procedure.

Learning Activities

1. Read Chapters 5 and 7 in Retail Selling.
2. Read and complete Retail Case Studys, pages 89-90-97, Retail Selling.
3. Read Information Sheet V-2-1, "Th Qualities of an Effective Cashier-Checker."
4. Complete Information Sheet V-2-2.
5. Visit a retail store of your choice and observe a cashier. Evaluate the cashier-checker on form provided on Information Sheet V-2-3, "Cashier-Checker Evaluation".
6. Demonstrate the qualities of an effective cashier-checker while simulating a customer transaction.

Evaluation

Identify and explain ten qualities of an effective cashier-checker without the use of references.

INFORMATION SHEET V-2-1

Ten Qualities of an Effective Cashier Checker

1. Alertness--The ability to think clearly and act quickly to the needs of your employer and customers.

2. Cheerfulness--is showing good spirits and being pleasant. Cheerfulness comes from enjoying ones job, enjoying people, and letting your cheerfulness be contagious.

3. Cleanliness--The employee's personal appearance influences customers. Always report on the job with a neat and clean appearance. Clean body, hair, hand and nails, clean and pressed clothes and shoes shined.

4. Courteousness--Showing respect and consideration for your employer, co workers, and customers. Answering questions politely and briefly to the customer's satisfaction.

5. Dependability--is being able to be trusted to do your responsibilities promptly and correctly, with or without supervision. A dependable employee is always on the job and there at the appointed time.

6. Enthusiasm--showing a genuine interest in your job, store, merchandise and customer.

7. Friendliness--Greeting each customer with a smile and calling them by name when possible. Everyone likes being called by their name. Show a personal interest in your customers. Listen to what your customer has to say, but avoid lengthy conversations.

8. Helpfulness--Always ready to lend a hand to your customers or co-workers. Answering customer's questions about merchandise. Listening to customer's complaints and reporting those you cannot solve.

9. Honesty--Truthfulness and fairness in all your dealings with the employer and customers. An honest person would never steal from the employer, co-worker or customers. Remember when handling money, it either belongs to your employer or the customer.

10. Loyalty--Being faithful to the employer and co-workers. Never belittle your employer, your job or co-workers to your customers. Always uphold their integrity. Never give outsiders confidential information about your store's operation.

11. Knowledge--Knowing about the merchandise you sell and where each item is located. The ability to answer customer's questions about products sold and about store policy.

INFORMATION SHEET V-2-2

In your own words, define the following:

1. Alertness--

2. Cheerfulness--

3. Cleanliness--

4. Courteousness--

5. Dependability--

6. Enthusiasm--

7. Friendliness--

9. Honesty--

10. Loyalty--

INFORMATION SHEET V-2-3

Cashier Checker Evaluation

Cashier displayed	yes	no
1. Alertness		
2. Cheerfulness		
3. Cleanliness		
4. Courteousness		
5. Dependability		
6. Enthusiasm		
7. Friendliness		
8. Helpfulness		
9. Honesty		
10. Loyalty		
11. Knowledge		

STUDENT COMPETENCY SHEET

Unit V: Introduction To Retailing

Competency 3: Identify cashier-checker's tools and equipment and their use.

Learning Steps

1. Obtain written list of equipment and their use.
2. Read list and uses of equipment.
3. Ask questions to increase your knowledge of ones needed for the retail job you have identified.

Learning Activities

1. Attend a lecture/demonstration on cashier-checker's equipment and its proper use.

2. Read Information Sheet V-3-1, "Tools and Equipment and Their Uses."

3. Read appropriate pages from references provided by your instructor on cashier-checker equipment.

4. Identify and discuss the use of various equipment in your text or classroom with another student.

5. List the equipment you find at four retail businesses that you see cashier-checkers use on the job.

Evaluation

Identify and write the use of all the tools and equipment needed to perform the retail job you have identified.

INFORMATION SHEET V-3-1

Tools and Equipment and Their Uses

1. Cash Register

Used to record sales and refunds
Posting charges and payments
Inventory controls
Safe place to keep cash and checks.

2. Shopping Carts

Transporting merchandise to checkout counter.

3. Scales

Weighing and pricing loose merchandise to be sold by weight.

4. Price Markers

(a) Stick Stamp--usually kept in back room to price mark grocery merchandise. Each stamp contains a price, 1 cent to 99 cents. Each stamp makes only one price. The stick stamp has to be used with a well inked pad.

(b) Band Stamp--A price marker that has rubber figures and images mounted on a changeable band. The bands are adjustable when different prices are needed. The band stamp is usually used when price marking merchandise.

(c) Label Gun--A price marker that places an adhesive-backed price label on merchandise. It has adjustable bands to be moved to the price needed.

5. Telephone

Taking customer orders.
Giving information.
Receiving customer complaints.
Receiving company messages.
Note: The company phone is not for personal calls. Personal calls should be made elsewhere on the employees time.

6. Display Racks and Shelves

For displaying merchandise in such a way that customers are attracted.

7. Carton Opener

Used to open cardboard cartons contianing merchandise to be pricemarked.

8. Broom

   Used to keep the checkout area clean. The broom is needed for cleaning up spills and breakage in and around the check out area.

9. Pricing machine

   Used for recording necessary information on tags and labels before being attached to merchandise. This information sometimes is written in code. Many times the tag contains the department number, item number, style or model number, size, color, and date received.

10. Calculator or Adding Machine

    Used to inventory cash, adding purchases when necessary, and balancing out at the end of the day.

11. Check out counter

    Used to process the customer's purchases and finalize all transactions.

STUDENT COMPETENCY SHEET

Unit VI: Introduction to Cash Register Mechanics

Competency 1: Change the Register Date (IDECC 888)

Learning Steps

1. Turn the cash register on.
2. Turn on the appropriate modification key.
3. Index code number, if applicable.
4. Index cashier identification, if applicable.
5. Enter and record today's date.
6. Turn off modification key.

Learning Activities

1. Read the appropriate pages of Operators Manual on changing the cash register date.

2. Attend a demonstration by your instructor: "Changing the Cash Register Date."

3. Write each step in your own words and exchange with another student for evaluation.

4. Practice changing the date on your cash register with another student and evaluate each others procedure.

Evaluation

Change the date on the cash register identified by your instructor with 100% accuracy, without the use of the operators manual or other references.

STUDENT COMPETENCY SHEET

Unit VI: Introduction to Cash Register Mechanics

Competency 2: Replace the receipt and detail tapes (IDECC 888)

Learning Steps (Receipt Tape)

1. Identify the need for replacement of receipt tape.
2. Open the appropriate cash register cabinet door.
3. Release and remove the remaining tape.
4. Remove the old spool.
5. Prepare and insert the new roll.
6. Lead the tape through the proper channel.
7. Close the cabinet door.
8. Depress the No Sale Key to cut off the excess tape.

Learning Steps (Detail Tape Journal)

1. Identify the need for replacement of detail tape.
2. Open the appropriate cash register cabinet door.
3. Unlock the interior tape door, if applicable.
4. Advance the detail tape until all entrys are on the take-up roll.
5. Release and remove the unused tape and spool.
6. Release, remove and save the tape containing the sales entrie
7. Prepare and insert the new detail tape.
8. Lead the tape through the proper channel.
9. Attach to take-up spindle.
10. Close and lock (if applicable) the interior tape door.

Learning Activities

1. Read Information Sheet VI-2-1, "Replacing Receipt and Detail Tapes."

2. Read the appropriate pages of Operators Manual on replacing receipt and detail tapes.

3. Attend a demonstration by your instructor "Replacing the Receipt and Detail Tapes."

4. Write each step in your own words and exchange with another student for evaluation.

5. Practice replacing the receipt and detail tape with another student and evaluate each others procedures.

Evaluation

Replace the receipt and detail tapes on the cash register identified by your instructor with 100% accuracy, without the use of the operators manual or other references.

INFORMATION SHEET VI-2-1

Replacing Receipt and Detail Tapes

You can determine the need for replacing the receipt and detail tapes by the colored stripes appearing on the tape. The stripes are usually green. When they appear, there is ample tape left to finish the current transaction, but should be changed after completion of this transaction.

Cash register tape rolls are printed on one side and blank on the other. When replacing a tape the printed side should always be facing to the outside of the register. The printed data on the roll is the identification number for the tape.

Often instructions for replacing the receipt and detail tapes are found on the inside of the register cabinet doors.

STUDENT COMPETENCY SHEET

Unit VI: Introduction To Cash Register Mechanics

Competency 3: Replace or Re-ink the Ink Rolls or Ribbon (IDECC 888)

Learning Steps

1. Open the appropriate cash register cabinet door.
2. Release and eject the ink roll or ribbon.
3. Re-ink or obtain a new ink roll or ribbon.
4. Insert the new or re-inked roll or ribbon.
5. Close the cash register cabinet door.

Learning Activities

1. Read the appropriate pages of operators manual on replacing or re-inking the ink rolls or ribbon.

2. Attend a demonstration by your instructor on how to replace or re-ink rolls or ribbon.

3. Write each step in your own words and exchange with another student for evaluation.

4. Practice replacing or re-inking the ink rolls or ribbons on your cash register.

Evaluation

Replace or re-ink the ink rolls or ribbon on your cash register with 100% accuracy, without the use of the operators manual or other references.

58

STUDENT COMPETENCY SHEET

Unit VI: Introduction to Cash Register Mechanics

Competency 4: Unlock and Lock the Cash Register

Learning Steps (Unlock the Cash Register)

1. Obtain appropriate key.
2. Take the key to your register and insert in the on/off key slot.
3. Turn the key to the on position.
4. Sign in using your identification number (if applicable) and/or depress clerk indentification key.

Learning Steps (Lock the Cash Register)

1. Turn the on/off key to the off position.
2. Remove the key if applicable.

Learning Activities

1. Read the appropriate pages of the operators manuel for unlocking and locking the cash register.

2. Read Information Sheet VI-4-1, "Unlock and Lock the Cash Register".

3. Attend a demonstration by your instructor on "Unlocking and Locking the Cash Register."

4. Write in your own words the steps in unlocking and locking the register identified by your instructor.

Evaluation

Unlock and lock the register without the operators manual or any other references.

INFORMATION SHEET VI-4-1

Unlock and Lock the Cash Register

There are many makes and models of cash registers. Using the one in your classroom locate the on/off key or applicable keys and practice opening the cash register. If there is not a procedures manual available, have your instructor provide you with keys and information on unlocking and locking your cash register.

60

STUDENT COMPETENCY SHEET

Unit VII: Cash Register Key and Form Identification

Competency 1: Define the function of each Cash Register Key.

Learning Steps

1. Obtain written definations of appropriate cash register keys.
2. Read definitions and examples.
3. Ask questions to further your understanding.
4. Review for evaluation.

Learning Activities

1. Read appropriate pages of operator's manual or manual provided by your instructor.

2. Read and study Information Sheet VII-1-1, "Cash Register Key Functions."

3. Use flash cards provided by your instructor to quiz another student and yourself.

4. Attend and participate in a presentation by your instructor on the definition of each key on classroom cash register.

Evaluation

Define in writing the function of each key on your cash register with 100% accuracy, without the use of reference.

INFORMATION SHEET VII-1-1

Cash Register Key Functions.

1. Numeric (amount) keys--Enters the data indexed when accompanied with a control key (department, credit key, etc.).

2. Department Keys--Enters data to be recorded for a sale and enters that amount on stored totals. (In food stores the department keys would be grocery, meat, produce, etc.) Other retail stores use numbers to identify departments.

3. Modifer Keys--Non-operating keys used with a department key to alter the normal process. For example, if a department key is programmed as a non-taxable, by adding taxable item to the process, the department becomes taxable. Other modifing keys are non-food stampable, non-taxable food stampable, etc.

4. Tax Key--Used with numeric keys. Records sales tax. If the register automatically computes sales tax and has a tax key, it is then used for adding additional tax when necessary.

5. Credit Keys--Used with numeric keys. Subtracts amounts from customer's purchase. Some of the credit keys are bottle refund, vendor coupon, store coupon, and merchandise refund. Note: Some registers require a form insertion for the merchandise refund key to function.

6. Bottle Deposit--used with numeric keys; records amount paid for bottle deposit.

7. Clear Bar or Clear Key--erases an amount indexed, but not yet entered into a department. The clear bar also releases the register after total to allow another department entry to be made.

8. Repeat Key--Repeats (re-enters) the previous amount and department in its entirety.

9. Quanity key--causes the register to multiply the quanity times the unit price.

10. For--used with the quanity key; calculates and records unit and split prices. (Example: A customer purchases 2 items priced at "3 for $1.00. The register calculates the price of one at .34 and (price) of 2 at $.34.)

11. No Sale Key--Opens the cash register drawer without a sale being registered. Note: On some registers, this key is used to finalize entrys when in a specific mode.

12. Tendered Keys---

    Cash Tendered-Records amount given in payment and causes the (register) to calculate change to be returned.

    Checks Tendered--Records amount of check given in payment and causes register to calculate change to be returned. The register also endorses the check. On some registers, this key can be used to cash checks without a purchase.

    Misc. Tendered--Records amounts paid by other than cash or check.

13. Subtotal--Totals the register of all entries except tax.

14. Total--Totals all entries including tax. Note: On some registers subtotal gives complete total.

15. Department number (#)--records the number of a particular department when numbers are used instead of names of departments.

16. Family Center--used with Department Number Key; enters department number and price within Family Center Department. (The Family Center Key controls 62 Departments. 1-62)

17. Correction Keys---

    Error Correct--Erases the preceding item recorded on the register. A form may be compulsory.

    Void-Used with a department key, erases amount and department and balances department totals.

18. Clerk Identification Keys--these may simply be a key to be depressed, such as A-B-C-D etc or a key to be inserted in a key slot. This identifies the cashier and his or her totals.

19. Group Total Key--Group Total Key can be a key to be depressed or a key to be inserted in a key slot. This key will give the total amount recorded on the register from the first transaction untio the present time. Note: Group totals can only be read not reset.

20. Mode Key--A Key to be inserted in a Key slot to activate the register for special functions. (Read and Reset etc)

21. Read and Reset Keys--When used with the mode key no key is needed. The readings are obtained by entering on the keyboard designated numbers. This procedure may require a form on the printing table.

    X Key Read--On some registers, you insert the X Key and turn to X position and the register will start reading and continue until completed.

    Z Key Reset--Same as above except the register will read and reset all the totals. A form is required on the printing table.

22. On/off Key--This key is usually an insert key. It activates the register to accept data to be entered and to lock the register.

23. Pre-set Keys--Keys that are programmed to enter a specific price when this key is depressed. Example: fast food outlets such as McDonalds, the register key board will have names vs. numbers. To register the price of a hamburger key, thus the price of one hamburger is recorded.

24. Charge Key--This key records the sale as a charged purchase.

25. Paid on Account--Key record date and amount paid on account.

26. Loan Key--Records the amount of loan made to the register.

27. Pick up Key--Records the amount of cash and/or checks taken from the register.

STUDENT COMPETENCY SHEET

Unit VII: Cash Register Key and Form Identification

Competency 2: Locate Each Cash Register Key. (IDECC 816)

Learning Steps

1. Familiarize yourself with the cash register keyboard.
2. Memorize specific key locations.
3. Write proper key names on a blank (paper) keyboard or locate on a covered key board.
4. Practice touch method of key location.

Learning Activities

1. Attend a demonstration by your instructor on the location and use of the numeric keys.

2. Practice the numeric keys on your cash register (turned off), locate each numeric key without looking.

3. Attend a demonstration by your instructor on the location and use of the other keys surrounding the numeric keys.

4. Practice locating the non-numeric keys (with register off) without looking.

5. Complete a blank (paper) keyboard, writing the name in the proper location. Use the Information Sheet VII-2-1 or VII-2-2 or the sheet provided by your instructor.

Evaluation

Write the proper name for each key on the blank (paper) keyboard provided by your instructor.

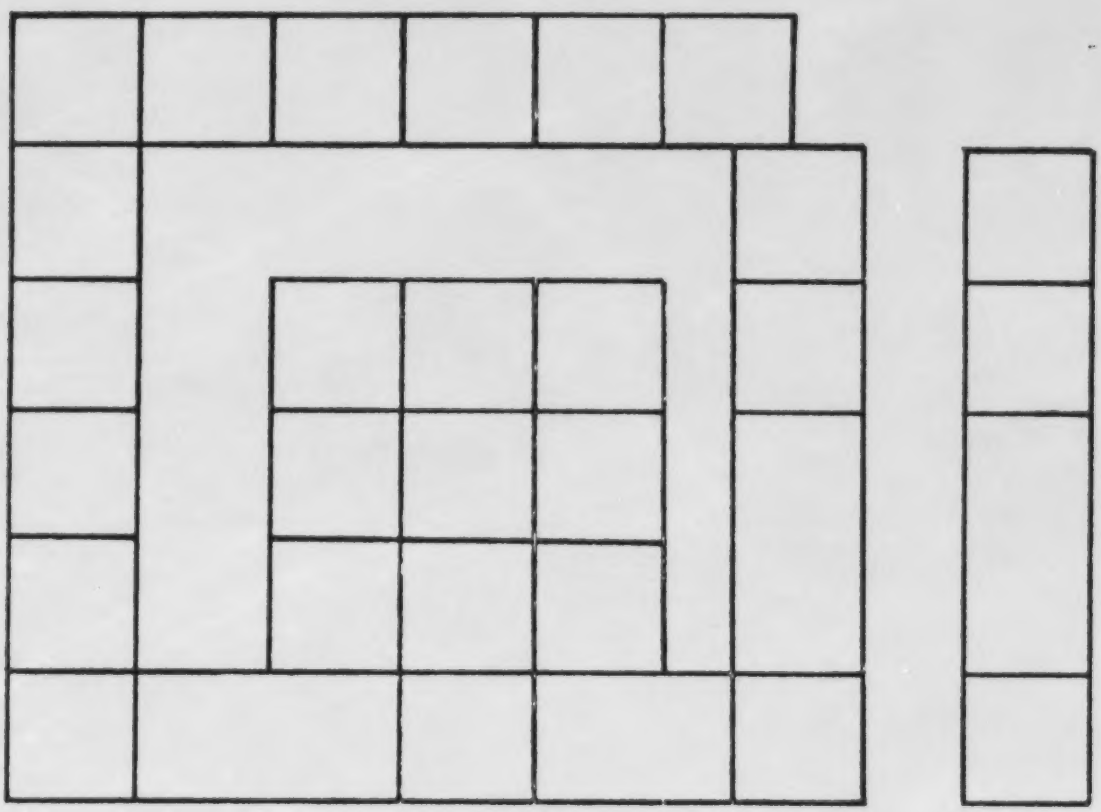
INFORMATION SHEET VII-2-1

The Keys of the Electronic Cash Register

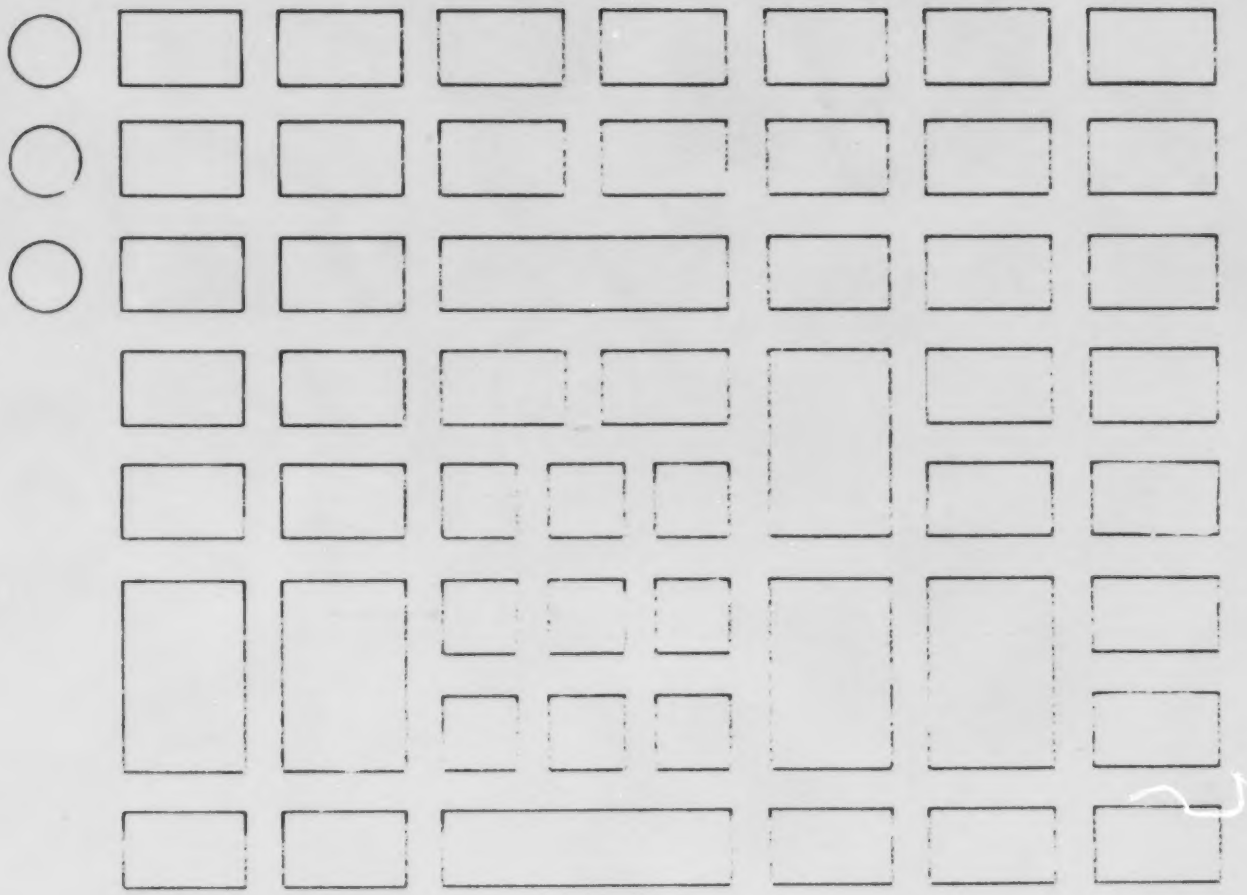
The following diagrams illustrate the keyboard of an electronic cash register.

Label the keys of these illustrations with the titles which are on the electronic cash register in your classroom, or should this illustration not be suitable for labeling like the one in your classroom, draw a diagram suited to yours and then label the keys.

Check your diagram with the keyboard in your classroom.



INFORMATION SHEET VII-2-2



STUDENT COMPETENCY SHEET

Unit VII: Cash Register Key and Form Identification

Competency 3: Use Forms (IDECC 816)

Learning Steps

1. Obtain forms needed for daily cash register operation.
2. Fill out necessary information on the forms (Example: Date, Register number, Group Total, etc.)
3. Use the appropriate form when cash register operation indicates the need.
4. Fill out other forms when the need arises. (Example: Rain Checks, Bottle Refund, etc.)

Learning Activities

1. Read Information Sheet VII-3-1, "Forms and Their Use.
2. Read Information Sheet VII-3-2, "Recording Customers' Requests For Merchandise".
3. Read Information Sheet VII-3-3, "Accepting Customer Accounts Receivable".
4. Read Information Sheet VII-3-4, "Handling Charge Sales".
5. Read Information Sheet VII-3-5, "The Charge Sales Ticket".
6. Ask your instructor for sample forms needed for your cash register operation and any other forms needed for the retail job you have identified. Complete all forms and use in a simulated customer purchase using another student for the customer.
7. Watch and listen to filmstrip "Credit Cards" from "The Cashier Series".

Evaluation

Identify, complete, and use all forms necessary for the retail job you have identified.

INFORMATION SHEET VII-3-1

Forms and Their Use

There are many different forms used in retail stores. Familiarize yourself with the ones required with your cash register operation.

1. Cashier Report Sheet--used for recording error corrections, voids, merchandise refunds and used for cashier-checker accountability.

2. Register Reports--used to record all information needed by the management, financial report, department sales, taxable group sales, group total report and sales distribution report.

3. Charge forms--used when writing up purchases the customer wants to charge. The form should be filled out accurately and carefully.

4. Credit Card Forms--used when customer chooses to use a credit card. The major credit cards are Visa, Master Charge, Bank Americard, American Express, and Carte Blanche. Note: Your place of employment will inform you as to the ones they accept.

5. Cash Transfer Form--used for recording cash transfered from office to cash register or from cash register to office.

6. Received on Account Form--used for recording amount received on account.

7. Lay Away Form--used to record total price and keep record of amounts paid on merchandise put in lay away.

8. Customer Request for Merchandise Form--used to record customer requests for specific merchandise.

9. Refund Forms--used for recording amounts to be refunded for merchandise.

   Merchandise Refund--to be used for merchandise returned, damaged or spoiled.

   Bottle Refund--to refund bottle deposit previously paid.

10. Rain Checks--used when the store is out of a sale item, allowing the customer to purchase it later at the sale price.

INFORMATION SHEET VII-3-2

"Recording Customers' Requests For Merchandise"

There are times in a grocery store when a customer may request a product which is either not stocked by the store or which has been sold out at that particular time. When this happens, the cashier-checker can complete a form such as the one below.

CUSTOMER'S REQUEST FOR MERCHANDISE

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME

ADDRESS

PHONE NUMBER

DESCRIPTION OF MERCHANDISE

ITEM

BRAND

SIZE

QUANTITY

CUSTOMER'S SIGNATURE

APPROXIMATE DATE OF AVAILABILITY

This form helps the store know what needs to be restocked and what new products need to be ordered. It also helps the store gain the good will of the customers by filling their particular needs.

This form contains the following information:

1. Type of stock: new, out-of-stock, or a special order for a customer.

2. Description of the merchandise: the name of the item, brand name, size, and quantity.

3. If it is a special order: customer's name, address, phone number, customer's signature, and approximate date of delivery.

70

Completing the Customer's Request for Merchandise Form

Use the information below and the forms provided on the following page to complete the Customer's Request for Merchandise forms.

1. Mrs. John Johnson of 111 Main Road, needs a special type of green bean for a salad she is making for a wedding party. She wants ten No. 2 cans of Mountain View by next Thursday. Her phone number is 695-6700.

2. Sam Jones mentions that he would like to see your store stock that new toothpaste, Brush Off. His phone number is 599-8000.

3. Shirley Shower tells you she was unable to buy her favorite soft drink, Fizz Up, because the shelf was empty.

INFORMATION SHEET VII-3-2 (continued)

Number 1

CUSTOMER'S REQUEST FOR MERCHANDISE

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME _____

ADDRESS _____

PHONE NUMBER _____

DESCRIPTION OF MERCHANDISE

ITEM _____

BRAND _____

SIZE _____

QUANTITY _____

CUSTOMER'S SIGNATURE _____

APPROXIMATE DATE OF AVAILABILITY _____

Number 2

CUSTOMER'S REQUEST FOR MERCHANDISE

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME _____

ADDRESS _____

PHONE NUMBER _____

DESCRIPTION OF MERCHANDISE

ITEM _____

BRAND _____

SIZE _____

QUANTITY _____

CUSTOMER'S SIGNATURE _____

APPROXIMATE DATE OF AVAILABILITY _____

Number 3

CUSTOVER'S REQUEST FOR MERCHANDISE

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME _____

ADDRESS _____

PHONE NUMBER _____

DESCRIPTION OF MERCHANDISE

ITEM _____

BRAND _____

SIZE _____

QUANTITY _____

CUSTOMER'S SIGNATURE _____

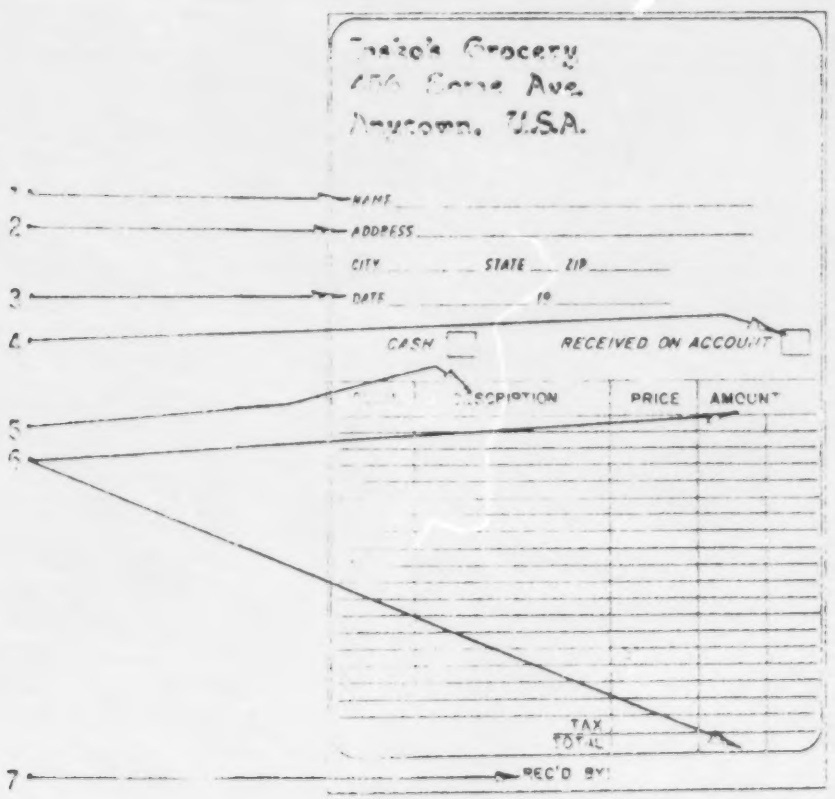
APPROXIMATE DATE OF AVAILABILITY _____

INFORMATION SHEET VII-3-3

"Accepting Customer Accounts Receivable"

As a cashier-checker, you may have to accept payments on customers' accounts. It is important for you to know how to fill out the receipt form. The following are the usual steps in filling out this form. (See illustration below.)

1. Legibly write the customer's name on the receipt form.
2. Legibly write the customer's full address on the receipt form.
3. Legibly write the date of the transaction on the receipt form.
4. Legibly place a check in the received-on-account box printed on the receipt form.
5. Legibly write "Received on Account" on the receipt.
6. Legibly write the total amount paid in the amount column.
7. Sign the receipt form.
8. Hand the customer a copy of the receipt form.
9. Retain store copy.



INFORMATION SHEET VII-3-3 (continued)

Recording Accounts Receivable

The following is information concernning amounts due on four customers' accounts. Take the receipt forms provided and fill out the forms indicating the amount paid by the customer.

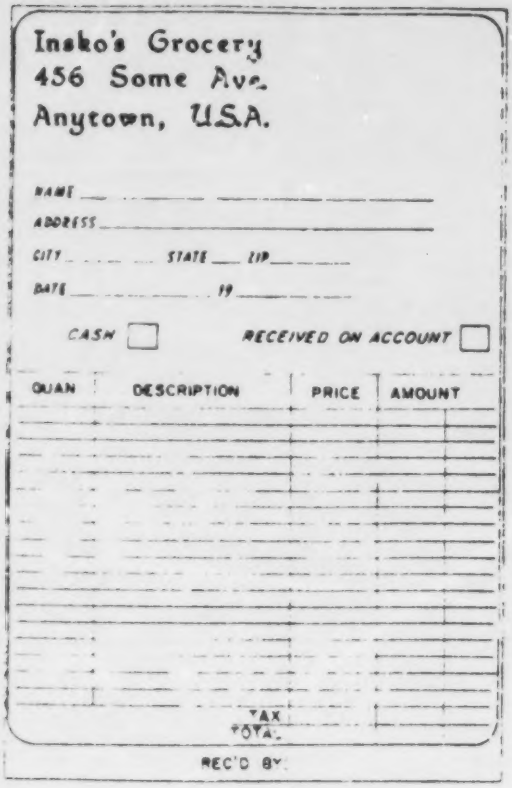
1. Judy Johnson
   93 Virginia Avenue
   Anyplace, WV 96540
   $76.45

2. Mike Smith
   14 Grover Lane
   Playtown, WV 35233
   $14.91

3. Nancy Rivers
   382 Murphy Avenue
   Kite, WV 42533
   $30.31

4. M. A. Vantresse
   111 Flagstone Avenue
   Anytown, WV 55555
   $139.40

1.


Insko's Grocery
456 Some Ave.
Anytown, U.S.A.

NAME _____
ADDRESS _____
CITY _____ STATE ___ ZIP _____
DATE _____ 19 ____

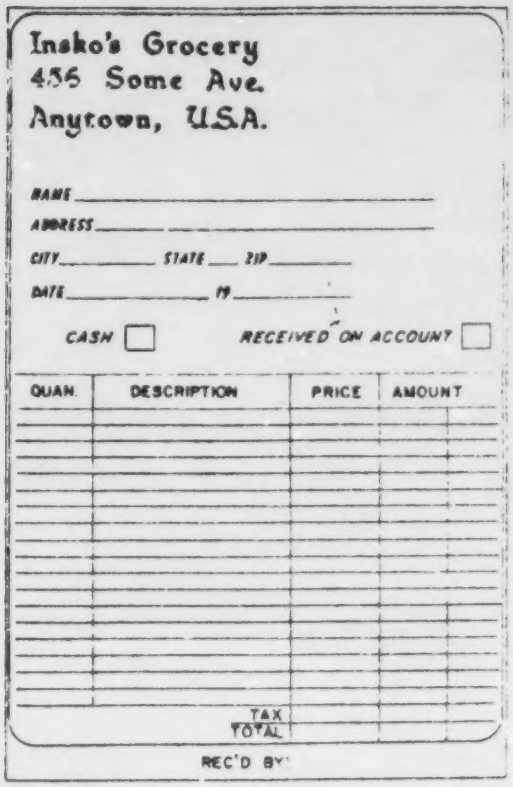
CASH ☐ RECEIVED ON ACCOUNT ☐

QUAN	DESCRIPTION	PRICE	AMOUNT

TAX
TOTAL

REC'D BY

2.


Insko's Grocery
456 Some Ave.
Anytown, U.S.A.

NAME _____
ADDRESS _____
CITY _____ STATE ___ ZIP _____
DATE _____ 19 ____

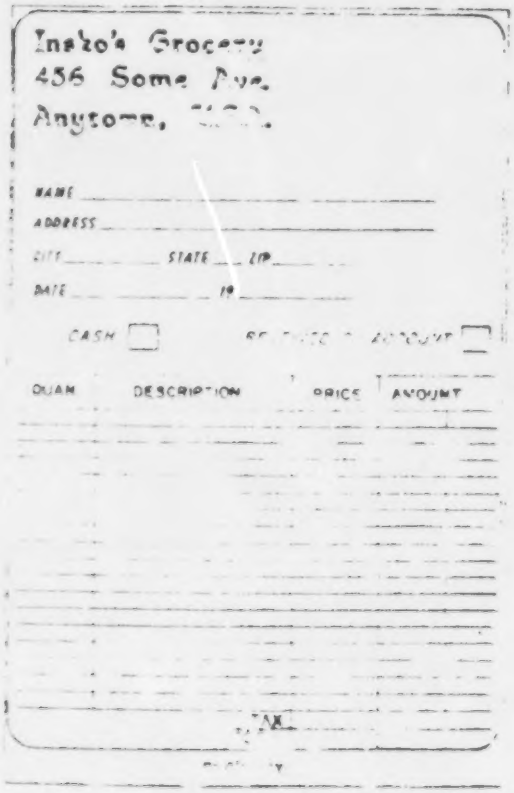
CASH ☐ RECEIVED ON ACCOUNT ☐

QUAN	DESCRIPTION	PRICE	AMOUNT

TAX
TOTAL

REC'D BY

3.


Insko's Grocery
456 Some Ave.
Anytown, U.S.A.

NAME _____
ADDRESS _____
CITY _____ STATE ___ ZIP _____
DATE _____ 19 ____

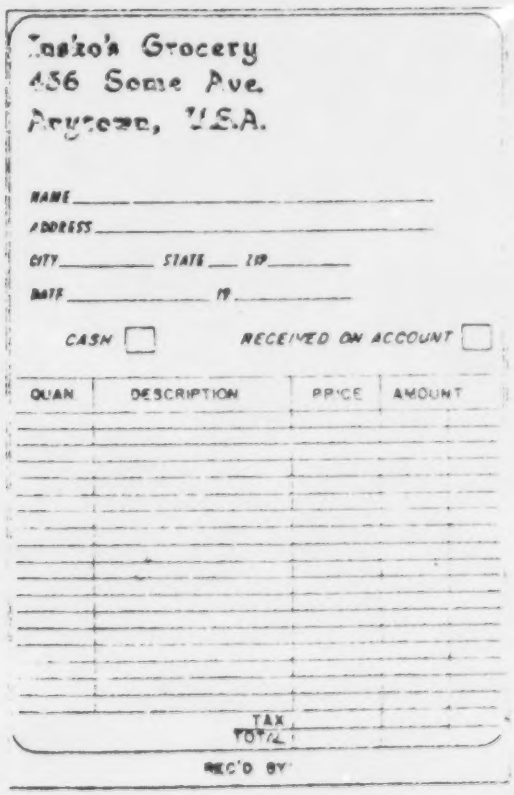
CASH ☐ RECEIVED ON ACCOUNT ☐

QUAN	DESCRIPTION	PRICE	AMOUNT

TAX

REC'D BY

4.


Insko's Grocery
456 Some Ave.
Anytown, U.S.A.

NAME _____
ADDRESS _____
CITY _____ STATE ___ ZIP _____
DATE _____ 19 ____

CASH ☐ RECEIVED ON ACCOUNT ☐

QUAN	DESCRIPTION	PRICE	AMOUNT

TAX
TOTAL

REC'D BY

INFORMATION SHEET VII-3-4

"Handling Charge Sales"

The following are examples of merchandise which is to be charged to the customer's account. Using the information and charge sales ticket forms provided, fill out the tickets for each order.

Number 1

On April 19, 1976, Mary Smith purchased the following order of merchandise and had it charged to her account.

15 large tomatoes	@.10
1 No. 2 black-eyed peas	.30
1 package Judy's Napkins	.50
2 bage of oranges	@.75
1 loaf of Right's Bread	.43

Mrs. Smith's address is 108 Lima Avenue, Anytown, WV 40523.

Number 2

Bob Jackson, on May 14, 1976, purchased the following items and charged them to his account. Mr. Jackson lives at 19 River Road, Waterfront, WV.

1 gallon of milk	1.79
1 carton of cigarettes	3.49
2 loaves of bread	@.47
1 carton of eggs	.69

Number 3

On May 1, 1976, at 1:00 p.m. Kathy Jones, 904 South Main, Anyplace, WV, charged the following order of merchandise to her account. You will need to use two charge sales forms for this order.

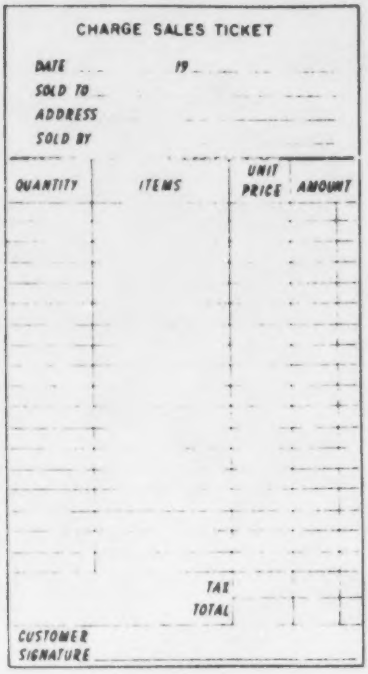
2 packages of paper towels	@.99
2 cartons of Eddie's Eggs	@.89
1 lb. bag of oranges	@.75
1 bag of potato chips	@.80
3 lbs. of pork chops	2.90
1 package of Pig's Bacon	@1.20
1 small carton of cottage cheese	.45
1 large watermelon	1.98
2 gallons of milk	@1.54

INFORMATION SHEET VII-3-4 (continued)

1 package of candy	.82
1 package of gum	.15
2 heads of lettuce	@.21
1 package of cookies	1.11
2 No. 2 cans of Lou's Soup	@.32
2 boxes of Judy Cake Mix	@.74
1 lb. bag of apples	.75
1 package of napkins	.52
3 large tomatoes	@.11
1 package hamburger buns	.52
1 large onion	.16
4 lbs. of hamburger	3.85

INFORMATION SHEET VII-3-4 (continued)

1.


CHARGE SALES TICKET

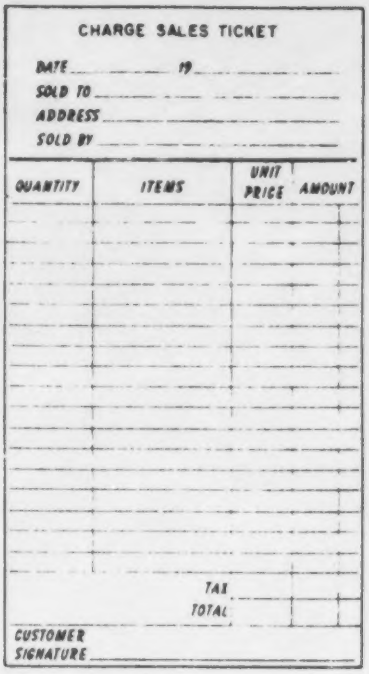
DATE ... 19 ...
SOLD TO ...
ADDRESS ...
SOLD BY ...

QUANTITY	ITEMS	UNIT PRICE	AMOUNT

TAX
TOTAL

CUSTOMER SIGNATURE ...

2.


CHARGE SALES TICKET

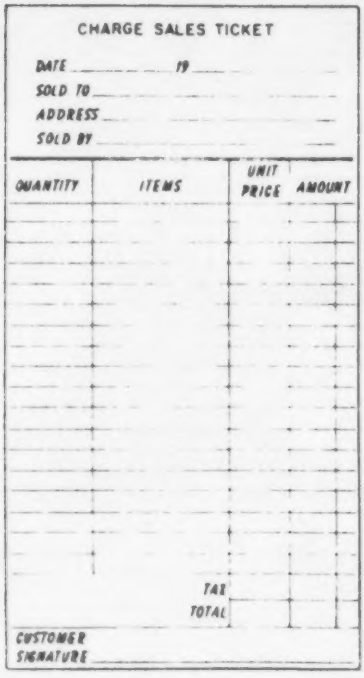
DATE ... 19 ...
SOLD TO ...
ADDRESS ...
SOLD BY ...

QUANTITY	ITEMS	UNIT PRICE	AMOUNT

TAX
TOTAL

CUSTOMER SIGNATURE ...

3 a.


CHARGE SALES TICKET

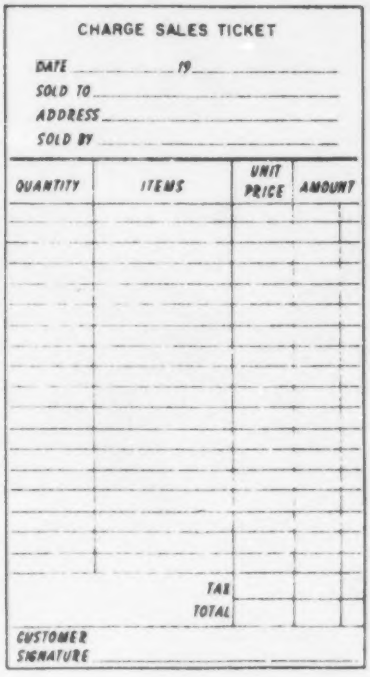
DATE ... 19 ...
SOLD TO ...
ADDRESS ...
SOLD BY ...

QUANTITY	ITEMS	UNIT PRICE	AMOUNT

TAX
TOTAL

CUSTOMER SIGNATURE ...

3 b.


CHARGE SALES TICKET

DATE ... 19 ...
SOLD TO ...
ADDRESS ...
SOLD BY ...

QUANTITY	ITEMS	UNIT PRICE	AMOUNT

TAX
TOTAL

CUSTOMER SIGNATURE ...

INFORMATION SHEET VII-3-5

"The Charge Sales Ticket"

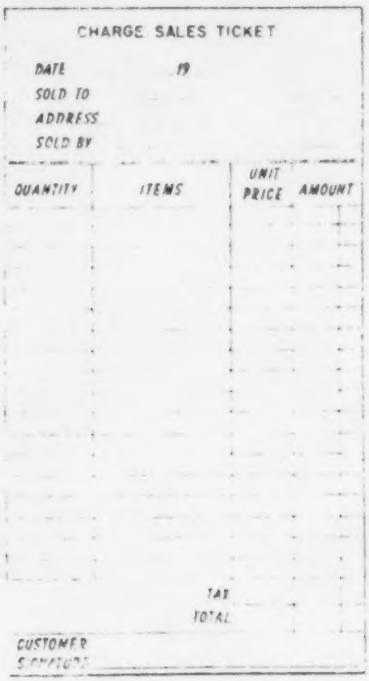
General suggestions to follow when writing out a customer charge ticket are:

1. Use ball point pen.
2. Write or print information clearly.
3. Fill in all the information the ticket requires.

Specific information to be written on a charge sales ticket includes:

1. Date of sale.
2. Customer's account number, if they have one.
3. Complete address of person or institution to be charged for the merchandise:
   a. Name (first, middle, last)
   b. Street (house number or rural number)
   c. City
   d. State
   e. Zip Code
4. Itemized description of merchandise (may be coded): item, quantity, price, and possibly brand name.
5. The tax exempt number, if it is a tax emempt institution, such as schools, hospitals, etc.

Here is a typical charge sales ticket.


CHARGE SALES TICKET

DATE 19

SOLD TO

ADDRESS

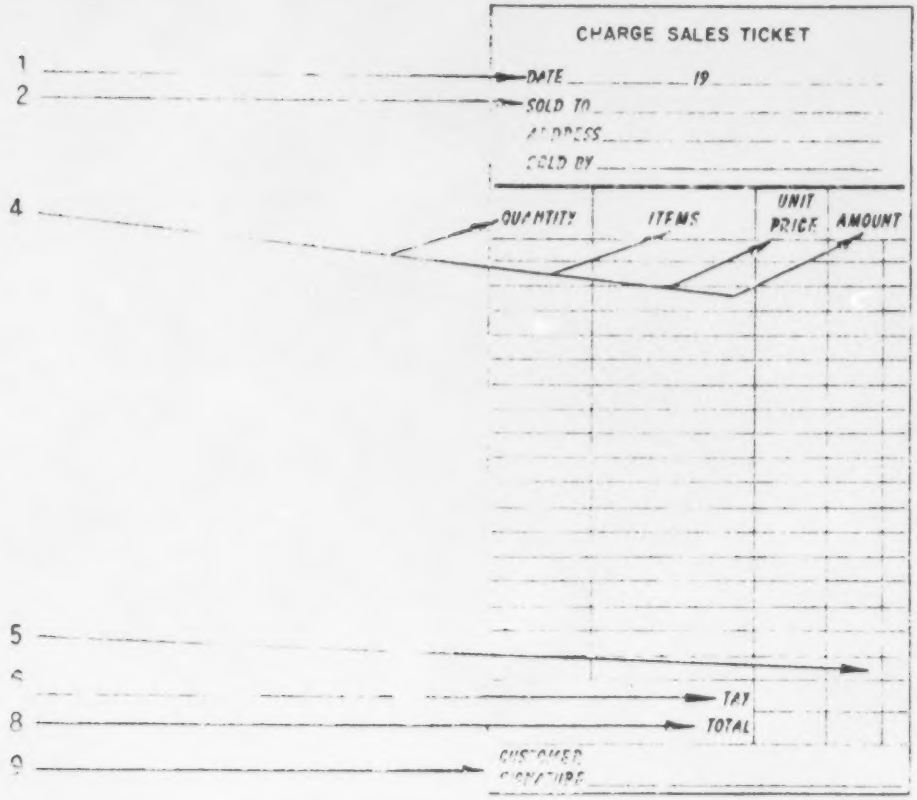
SOLD BY

QUANTITY	ITEMS	UNIT PRICE	AMOUNT

INFORMATION SHEET VII-3-5 (continued)

How To Fill Out A Charge Sales Ticket

1. Date the charge sales ticket.
2. Write the customer's name and address.
3. Divide the order of merchandise into taxable and non-taxable catergories.
4. Write an itemized list of taxable merchandise.
5. Subtotal taxable merchandise.
6. Read tax chart and write amount of tax in space provided.
7. Write an itemized list of non-taxable merchandise.
8. Calculate a total for non-taxable merchandise.
9. Add taxable subtotal tax and non-taxable subtotal.
10. Write total or order in space provided.
11. Have customer sign charge ticket (optional).
12. Give customer a copy and retain store copy of charge ticket.



STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 1: Enter Data with Numeric Keys (IDECC-888)

Learning Steps

1. Turn on the cash register
2. Enter your cashier identification code number, letter or symbol.
3. Place your fingers on the home position keys.
4. Enter numeric data using only one department key.
5. Total each column of numeric data.
6. Finalize with cash tendered key.
7. Practice numeric exercises.

Learning Activities

1. Attend a demonstration by your instructor in the use of the numeric keys of your cash register.

2. Enter numeric data from Information Sheet VIII-1-1.

3. Enter numeric data from the text provided by your instructor.

4. Enter numeric data from flash cards as shown to you by another student. Flash cards will be provided by your instructor.

5. Enter numeric data from Information Sheet VIII-1-1 by reversing the column order for each problem.

Evaluation

Using the touch method of entry, enter the 20 columns of numeric data provided by your instructor in Information Sheet VIII-1-2.

INFORMATION SHEET VIII-1-1

$ .44	$ .67	$ .25	$ .13	$ .10
.45	.61	.84	.26	.20
.46	.51	.65	.35	.30
.54	.57	.72	.43	.40
.55	.46	.12	.59	.50
.56	.76	.45	.61	.60
.64	.51	.57	.72	.70
.65	.75	.88	.83	.80
.66	.15	.22	.94	.90
$	$	$	$	$

$4.44	$1.56	$2.86	$6.93	$1.09
4.56	1.47	1.58	6.39	2.80
4.65	7.61	2.72	9.36	3.07
5.46	5.17	5.28	3.69	4.60
5.64	5.71	4.58	8.13	5.05
5.44	4.51	7.42	8.53	6.40
5.66	4.66	8.75	2.79	7.03
6.54	7.41	5.18	1.46	8.20
6.45	6.74	8.71	7.52	9.01
$	$	$	$	$

$ .44	$ 1.64	$ .21	$ 1.95	$ .90
5.46	.75	5.74	.28	8.01
.65	4.17	.78	3.74	.72
4.65	.51	1.26	.46	6.30
.55	7.46	.42	5.83	.54
6.45	.14	8.52	.64	4.05
.46	5.46	.61	7.12	.36
5.64	.11	2.47	.82	2.70
.66	6.75	.86	9.31	.18
$	$	$	$	$

INFORMATION SHEET VIII-1-2

$ 1.21	$ 6.87	$ 4.91	$ 8.13	$ 3.90
.51	.65	.82	.73	.09
1.81	7.38	3.27	9.93	2.68
.12	.48	.16	.54	.78
2.15	8.67	2.64	9.50	4.30
$	$	$	$	$

$ .18	$ .76	$ .46	$ .59	$ .85
2.32	8.56	1.61	4.50	1.29
.24	.78	.72	.31	.36
3.23	9.84	2.28	3.07	2.57
.42	.83	.19	.39	.64
$	$	$	$	$

$ 3.17	$ 9.34	$ 3.29	$ 9.60	$ 6.09
.41	.75	.86	.11	.34
4.25	8.49	4.74	2.60	5.90
.71	.35	.89	.66	.20
4.14	7.57	5.36	3.02	4.83
$	$	$	$	$

$ .52	$ .94	$ .63	$ .77	$ .45
5.26	6.97	6.68	2.40	7.06
.62	.43	.47	.33	.93
5.58	5.53	7.98	3.09	1.22
.85	.79	.92	.69	.31
$	$	$	$	$

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 2: Operate Correction Keys (IDECC 888)

Learning Steps

1. Turn on the cash register.
2. Enter your cashier identification code number, letter or symbol.
3. Enter numeric data.
4. Realize and identify the error.
5. Insert and align the appropriate form, if applicable.
6. Make correction with the appropriate key(s): clear key, error correct and/or void key.
7. Remove the form, if applicable.
8. Enter the correct data.
9. Continue the transaction to its completion.

Learning Activities

1. Attend a demonstration by your instructor in the operation of the correction keys.
2. Read Information Sheets VIII-2-1 through VIII-2-3
3. Enter numeric data and make appropriate corrections from Information Sheet VIII-2-4.
4. Make appropriate corrections on the problems provided by your instructor.
5. Enter data from flash cards provided by your instructor and make the corrections as indicated by the last card(s).

Evaluation

Perform the corrections indicated in the 10 problems provided by your instructor.

84

INFORMATION SHEET VIII-2-1

All errors made by cashier-checker in operating cash registers can be clasified into three main categories:

1. Overring------is a situation that occurs when the cashier-checker carges the customer more than the price marked on the item (for example, $.98 instead of $.89). This error is often caused by misreading the marked price or by the cashier-checker pushing the incorrect amount keys. Also, an incorrect price maybe marked on the item causing the cashier-checker to unknowingly record an incorrect amount.

2. Underring-----is a situation that occurs when the cashier-checker charges the customer less than the price marked on the item (for example, $.89 instead of $.98). Those reasons for errors listed in the overring section will also explain the problem that causes an underring.

3. Departmental--error occurs when the cashier-checker records the price of an item on an incorrect department key (for example, $.89 grocery is recorded instead of $.89 produce).

Combination errors can occur when the cashier-checker records the incorrect amount along with an incorrect departmental registration. (for example, $.98 grocery instead of $.89 produce).

No matter what the error or the reason for the error, the cashier-checker must be able to correct the situation as quickly and efficiently as possible.

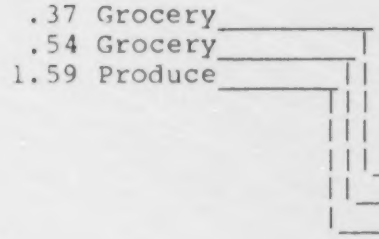
INFORMATION SHEET VIII-2-2

Clear Key----------used to erase or clear any errors in numbers and modifer keys indexed before depression of a department key.

Error Correct Key--used immediately following the department key depression with the incorrect entry recorded on receipt tape, and before any more entries are made. A cashier report form may have to be inserted in printing area in order to complete correction.

Void Key-----------used when error was detected after additional entries had been made. This key is used in addition to re-entering the incorrect amount and department. A cashier report form may have to be inserted in printing area in order to complete correction.

Entry	Correction	Problem
.37	.73 Grocery	Transposition--underring
.54	.45 Produce	Transposition--overring
1.59	5.19 Meat	Transposition--underring
.95	.59 Grocery	Transposition--overring
4.15	1.45 Meat	Transposition--overring
.37 Grocery	.73 Grocery	Transposition--underring
.54 Grocery	.45 Produce	Transposition--overring
1.59 Produce	5.19 Meat	Transposition--underring
2.15 Produce	2.15 Grocery	Incorrect Department
1.29 Meat	1.29 Produce	Incorrect Department



Underring--Correct after
Overring---entries have
Underring--been made

86

INFORMATION SHEET VIII-2-3

Identify each cash register error presented as examples of typical errors committed by cashier-checkers during a normal day's operation. In the space provided, please list the type of error made in each situation as an overring, underring, or departmental error.

	Entry	Correction	Type of Error Correction Key(s) to Use
1.	$ .98 grocery	$ .99 grocery	_____
2.	.59	.49 Produce	_____
3.	2.19 Produce	2.19 Meat	_____
4.	.37	.73 Grocery	_____
5.	4.59 Meat	4.95 Meat	_____
6.	4.19 grocery	1.94 Produce	_____
7.	Correction of first entry	.89 Produce	_____
8.	Correction of third entry	1.92 Produce	_____
9.	Correction of fifth entry	5.49 Meat	_____
10.	.54	.45	_____

Check your answers with the ones provided by your instructor.

INFORMATION SHEET VIII-2-4

Record the follwoing sample orders and make the necessary corrections using the appropriate form when applicable. Secure appropriate form from your instructor (if needed). After completing the sample orders on this page, check your answers with the answer sheet provided by your instructor.

	Orders	Corrections
1.	$2.13 Meat	
	.47 Groc.	Produce
	.26 Groc.	
	.74 Prod.	.47 Dairy
	.31 Groc.	
	5.99 Meat	Miscellaneous
	1.28 Prod.	
	$	Remove first entry ($2.13 meat)

	Orders	Corrections
2.	$1.73 Groc.	Health & Beauty
	.45 Prod.	
	2.86 Meat	$8.26 Family Center
	.22 Groc.	
	.59 Prod.	Change second entry
	3.30 Meat	
	.63 Groc.	Bakery
	$	

	Orders	Corrections
3.	$ .13 Prod.	
	.47 Groc.	
	2.23	1.13 Bakery
	.70 Prod.	
	.19	.91 Deli.
	3.29 Meat	
	.95 Groc.	
	$	

	Orders	Corrections
4.	$ .25 Groc.	$ .52 Produce
	.73 Prod.	
	1.48 Meat	4.18 Meat
	2.89 Groc.	
	4.21 Meat	4.21 Produce
	.59 Prod.	
	2.34 Meat	
	$	Remove fourth entry ($2.89 Groc.)

	Orders	Corrections
5.	$ .98 Gorc.	.39 Deli.
	.30 Prod.	.30 Misc.
	5.19 Meat	
	.72 Prod.	
	.26 Groc.	
	1.45 Meat	Change third entry
	2.20 Meat	
	$	

	Orders	Corrections
6.	$2.95 Health & Beauty	
	.79 Prod.	.89 Deli.
	.99 Frozen Food	
	1.05 Dairy	
	.29 Groc.	.92 Family Center
	.77 Bakery	
	5.80 Misc.	
	$	Remove last entry ($5.80 Misc.)

88

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 3: Enter Departmental, Taxable, Non-Taxable, Food Stampable, and Non-Food Stampable Items. (IDECC 888)

Learning Steps

1. Turn on the cash register.
2. Enter your cashier identification code number, letter or symbol.
3. Separate eligible versus ineligible items according to the following classification (if applicable): taxable vs. non-taxable; food stampable vs. non-food stampable.
4. Enter numeric data.
5. Depress taxable vs. non-taxable; food stampable vs. non-food stampable keys (if applicable).
6. Identify and enter numeric data on proper department key.
7. Subtotal the purchase.
8. Calculate and enter appropriate taxes (if applicable).
9. Total the purchase.
10. Depress the food stamp total key(s).
11. Enter food stamp tendered amount on numeric keys.
12. Depress food stamp tendered key.
13. Enter cash tendered amount on numeric keys.
14. Depress cash tendered key.

Learning Activities

1. Attend a demonstration by your instructor in the operation of the following keys: departmental, taxable, non-taxable, food stampable, and non-food stampable.

2. Read the following Information Sheets:
   Departmental Classification VIII-3-1
   Taxable vs. Non-Taxable Merchandise VIII-3-2
   Food Stampable vs. Non-Food Stampable Merchandise VIII-3-3
   Tax Tables and Tax Breaks VIII-3-4

3. Do the following Information Sheet Exercises:
   Taxable vs. Non-Taxable Identification VIII-3-5
   Food Stampable vs. Non-Food Stampable Identification VIII-3-6
   Sales Tax Exercises VIII-3-7
   Department Identification Exercise VIII-3-8

Evaluation

Enter the proper numeric amount plus the correct modifier keys (taxable vs. non-taxable, food stampable) and the correct department for the 20 items provided by your instructor.

INFORMATION SHEET VIII-3-1

Departmental Classification

All merchandise in any retail establishment is classified according to the department responsible for its maintenance. A complete accounting is kept of each department and each department manager is accountable for the effeciency and profitability of their department. Thus, it is very important that each cashier-checker record all items on the appropriate department key.

Food - For Human Consumption

1. Grocery - those items intended for human consumption that can be found in cans, boxes, jars, bags, etc. and are generally located in the center part of the store. Examples: canned fruits and vegetables, prepared dinners, soft drinks, snack foods, etc.

2. Meat - fresh meat items, fish, poultry, luncheon meats, cheeses, bacon and some frozen meat items. Usually have a special MEAT label or are price marked with red marking ink.

3. Produce - fresh fruits and vegetables are the main items in this department. Other items that may be found in this department are bulk candy and nuts, plants, flowers, plant seeds, dried fruits and vegetables, garden supplies, etc. Usually green marking ink or a green label is used to identify these items.

4. Delicatessen - prepared foods and specialty foods may be found in this department. The foods may be at room temperature, hot or cold depending on preparation and holding requirements. Examples: cheeses, luncheon meats, prepared dinners, prepared desserts, etc.

5. Bakery - may include those items that were formerly found in pastry shops plus breads, rolls, etc.

6. Dairy - those items needing refrigeration to hold them for sale, such as: eggs, milk, butter, margarine, cheeses, etc. Also ice cream may be classified in the dairy department or in the frozen food section.

7. Frozen Food - this department is an extension of all of the above departments by providing the same items but only in the frozen state.

8. Beer, Wine, Liquor - the title of this department generally identifies its contents and may include mixes to prepare specialty drinks.

Non-Foods - not intended for human consumption (generally)

1. Taxable Grocery (Miscellaneous) - this department is used to

include all items in the grocery department area of the store that is not intended for human consumption. Examples: household cleaning supplies, cigarettes, tobacco products, magazines, greeting cards, tools, and may include beer, wine, liquor, etc.

2. Family Center - this department includes such items as hosiery, socks, underwear, clothespins, candles, thread, notions, clothing, etc.

3. Health & Beauty Aids - this department includes cosmetic items, health products, hygiene care products, etc.

4. Other - this is not a department but is included to provide space for mentioning other retail departments such as : jewelry, automotive, housewares, furnishings, etc.

INFORMATION SHEET VIII-3-2

Taxable vs. Non-Taxable Merchandise

At the present time in West Virginia, there is a sales tax on everything sold in a retail establishment unless an exemption authorization is presented to the cashier-checker prior to a purchase being made. Starting July 1, 1981, West Virginia will only have a sales tax on non-food items or those items that are not intended for human consumption with a few exceptions being on prepared foods, ice and cold sandwiches.

Food for human consumption means all edible foodstuffs and beverages containing no alcohol. Food also means, but is not limited to, herbs, spices, salt, condiments, candy and confections, tenderizers, food coloring, bottled drinking water, flavorings, chewing gum, and edible seeds, nuts, and berries.

Food does not include medicines, vitamins and dietary supplements, beer, wine, or liquor, ice, tobacco or tobacco products, vending machine sales, or food sold by a food-service establishment.

For additional information, read the Administrative Regulations for the Sales Tax Food Exemptions of the West Virginia State Tax Department. The regulations contain listings of taxable and non-taxable items. Although not totally inclusive, the listings provide much needed examples from which to draw generalities for other products.

INFORMATION SHEET VIII-3-3

Food Stampable vs. Non-Food Stampable Merchandise

The Food Stamp Program, run by the U.S. Department of Agriculture (USDA), helps low-income households buy the food they need for good health. Households certified by the State Public Assistance agencies receive food stamps to spend like cash for food at retail food stores. The amount of stamps each household receives depends upon its size, income, and expenses. Food stamps users may be low-paid workers, people out of work, people on welfare, or older people on fixed incomes.

Only food stores authorized by USDA's Food and Nutrition Service (FNS) may accept food stamps. Authorized stores are issued a non-transferable authorization card. The authorization card is void if the ownership of the store changes or if the store moves or closes. Stores that do not have a valid authorization card would not accept food stamps.

There are three denominations of food stamps: $1 (brown), $5 (purple), and $10 (blue-green). Food stamps come in booklets, each of which has its own serial number stamped on the cover. The food stamps in the booklet all bear the same serial number as the booklet cover. The inside of the front cover of each booklet has a place for the name of the person who is authorized to use the household's food stamps. These booklets should be signed to prevent misuse of food stamps and to protect the food stamp users in case of loss.

It is important that you as a cashier-checker understand the food stamp rules and regulations because if the rules are broken, your store may face the following penalties:

1. Disqualification from participation in the program.
2. Criminal prosecution ranging up to a $10,000 fine and a five-year prison sentence.

Store clerks who handle food stamp transactions play an important part in the program. If you know, understand, and follow the rules, you can contribute directly to the program's effectiveness in improving the diets of the Nation's lowest income families.

For additional information, read the following lists and booklets prepared by the United States Department of Agriculture, Food and Nutrition Services:

1. Food Stamp Program: Official Food List
2. Food Stamp Program: Cashier Training Manual #1276
3. Food Stamp Program: A Guide for Retailers #1221

Eligible Products

1. All foods, or food products intended for human consumption are eligible for purchase with food stamps, including imported foods.
2. Seeds and plants for use in a home garden to product food for the personal consumption of the eligible household.
3. Sales tax applicable to eligible products may be paid with food stamps.

Ineligible Products

Households cannot use food stamps to buy the following:

1. Alcoholic beverages and tobacco.
2. Hot foods ready to eat.
3. Lunch counter items or foods to be eaten in the store.
4. Vitamins or medicines.
5. Pet foods.
6. Any nonfood items, such as soaps and household supplies (except seeds and plants that produce food).

Basic Guidelines for Handling Food Stamps

The following are some basic guidelines to be used by the cashier-checker in handling food stamps and food stamps customers:

1. The $1 food stamp may be accepted loose and without accompanying book cover as long as they are not cancelled, endorsed, or marked "speciman".

2. The $1 food stamp may be used for change to the customer.

3. The $5 and $10 food stamps cannot be given as change because they can only be accepted in payment when they are presented with the book covers bearing the corresponding serial numbers.

4. Accept food stamps for eligible items only.

5. One dollar food stamps should not be store stamped and cancelled, unless they are going to be redeemed by the store, as they will be used in making change to the customer.

6. Five and ten dollar food stamps should be cancelled or endorsed before placing them in the cash register drawer.

7. When the amount of change due is less than $1, it is the food stamp customer's option to:
   a. Receive cash in amounts of $.99 or less.
   b. Purchase eligible foods equal to the amount due.
   c. Pay the store the difference in cash between the cost of the purchase and the next lower even dollar amount.

8. Ask unknown customer for food stamp identification card and check with the signature inside the front cover of the food stamp book.

9. Do not redeem food stamps for cash.

10. Treat a food stamp customer the same as any other store customer.

McDowell County in West Virginia has the distinction of implementing the first Food Stamp Pilot Project in the Nation. McDowell County was initially selected because of the vast amount of unemployment in the area and the success achieved there enabled the Food Stamp Program to expand into all 55 counties of West Virginia.

The Food Stamp Program was brought about through the efforts of the late President John F. Kennedy who recognized the need for such a program in depressed areas throughout the country.

INFORMATION SHEET VIII-3-4

Tax Tables And Tax Breaks

Tax	1% Food Breaks	2% Food Breaks	3% Non-Food Breaks
None	$ .01-$ .25	$ .01-$ .25	$ .01-$ .05
$.01	$ .26-$1.00	$ .26-$ .50	$ .06-$ .35
$.02	$1.01-$2.00	$ .51-$1.00	$ .36-$ .70
$.03	$2.01-$3.00	$1.01-$1.50	$ .71-$1.00
$.04		$1.51-$2.00	$1.01-$1.35
$.05		$2.01-$2.50	$1.36-$1.70
$.06		$2.51-$3.00	$1.71-$2.00
$.07			$2.01-$2.35
$.08			$2.36-$2.70
$.09			$2.71-$3.00

1% Tax: for sales not shown, multiply the dollar amount by one and add a penny tax for the cents amount over a whole dollar.

2% Tax: for sales not shown, multiply the dollar amount by two and add a penny for each tax bracket (break) needed for the cents amount over a whole dollar.

3% Tax: for sales not shown, multiply the dollar amount by three and add a penny for each tax break needed for the cents amount over a whole dollar.

INFORMATION SHEET VIII-3-4 (continued)

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
.06 thru .35	.01	18.01 " 18.35	.55	36.01 " 36.35	1.09
.36 " .70	.02	18.36 " 18.70	.56	36.36 " 36.70	1.10
.71 " 1.00	.03	18.71 " 19.00	.57	36.71 " 37.00	1.11
1.01 " 1.35	.04	19.01 " 19.35	.58	37.01 " 37.35	1.12
1.36 " 1.70	.05	19.36 " 19.70	.59	37.36 " 37.70	1.13
1.71 " 2.00	.06	19.71 " 20.00	.60	37.71 " 38.00	1.14
2.01 " 2.35	.07	20.01 " 20.35	.61	38.01 " 38.35	1.15
2.36 " 2.70	.08	20.36 " 20.70	.62	38.36 " 38.70	1.16
2.71 " 3.00	.09	20.71 " 21.00	.63	38.71 " 39.00	1.17
3.01 " 3.35	.10	21.01 " 21.35	.64	39.01 " 39.35	1.18
3.36 " 3.70	.11	21.36 " 21.70	.65	39.36 " 39.70	1.19
3.71 " 4.00	.12	21.71 " 22.00	.66	39.71 " 40.00	1.20
4.01 " 4.35	.13	22.01 " 22.35	.67	40.01 " 40.35	1.21
4.36 " 4.70	.14	22.36 " 22.70	.68	40.36 " 40.70	1.22
4.71 " 5.00	.15	22.71 " 23.00	.69	40.71 " 41.00	1.23
5.01 " 5.35	.16	23.01 " 23.35	.70	41.01 " 41.35	1.24
5.36 " 5.70	.17	23.36 " 23.70	.71	41.36 " 41.70	1.25
5.71 " 6.00	.18	23.71 " 24.00	.72	41.71 " 42.00	1.26
6.01 " 6.35	.19	24.01 " 24.35	.73	42.01 " 42.35	1.27
6.36 " 6.70	.20	24.36 " 24.70	.74	42.36 " 42.70	1.28
6.71 " 7.00	.21	24.71 " 25.00	.75	42.71 " 43.00	1.29
7.01 " 7.35	.22	25.01 " 25.35	.76	43.01 " 43.35	1.30
7.36 " 7.70	.23	25.36 " 25.70	.77	43.36 " 43.70	1.31
7.71 " 8.00	.24	25.71 " 26.00	.78	43.71 " 44.00	1.32
8.01 " 8.35	.25	26.01 " 26.35	.79	44.01 " 44.35	1.33
8.36 " 8.70	.26	26.36 " 26.70	.80	44.36 " 44.70	1.34
8.71 " 9.00	.27	26.71 " 27.00	.81	44.71 " 45.00	1.35
9.01 " 9.35	.28	27.01 " 27.35	.82	45.01 " 45.35	1.36
9.36 " 9.70	.29	27.36 " 27.70	.83	45.36 " 45.70	1.37
9.71 " 10.00	.30	27.71 " 28.00	.84	45.71 " 46.00	1.38
10.01 " 10.35	.31	28.01 " 28.35	.85	46.01 " 46.35	1.39
10.36 " 10.70	.32	28.36 " 28.70	.86	46.36 " 46.70	1.40
10.71 " 11.00	.33	28.71 " 29.00	.87	46.71 " 47.00	1.41
11.01 " 11.35	.34	29.01 " 29.35	.88	47.01 " 47.35	1.42
11.36 " 11.70	.35	29.36 " 29.70	.89	47.36 " 47.70	1.43
11.71 " 12.00	.36	29.71 " 30.00	.90	47.71 " 48.00	1.44
12.01 " 12.35	.37	30.01 " 30.35	.91	48.01 " 48.35	1.45
12.36 " 12.70	.38	30.36 " 30.70	.92	48.36 " 48.70	1.46
12.71 " 13.00	.39	30.71 " 31.00	.93	48.71 " 49.00	1.47
13.01 " 13.35	.40	31.01 " 31.35	.94	49.01 " 49.35	1.48
13.36 " 13.70	.41	31.36 " 31.70	.95	49.36 " 49.70	1.49
13.71 " 14.00	.42	31.71 " 32.00	.96	49.71 " 50.00	1.50
14.01 " 14.35	.43	32.01 " 32.35	.97	50.01 " 50.35	1.51
14.36 " 14.70	.44	32.36 " 32.70	.98	50.36 " 50.70	1.52
14.71 " 15.00	.45	32.71 " 33.00	.99	50.71 " 51.00	1.53
15.01 " 15.35	.46	33.01 " 33.35	1.00	51.01 " 51.35	1.54
15.36 " 15.70	.47	33.36 " 33.70	1.01	51.36 " 51.70	1.55
15.71 " 16.00	.48	33.71 " 34.00	1.02	51.71 " 52.00	1.56
16.01 " 16.35	.49	34.01 " 34.35	1.03	52.01 " 52.35	1.57
16.36 " 16.70	.50	34.36 " 34.70	1.04	52.36 " 52.70	1.58
16.71 " 17.00	.51	34.71 " 35.00	1.05	52.71 " 53.00	1.59
17.01 " 17.35	.52	35.01 " 35.35	1.06	53.01 " 53.35	1.60
17.36 " 17.70	.53	35.36 " 35.70	1.07	53.36 " 53.70	1.61
17.71 " 18.00	.54	35.71 " 36.00	1.08	53.71 " 54.00	1.62

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
54.01 " 54.35	1.63	69.01 " 69.35	2.08	84.01 " 84.35	2.53
54.36 " 54.70	1.64	69.36 " 69.70	2.09	84.36 " 84.70	2.54
54.71 " 55.00	1.65	69.71 " 70.00	2.10	84.71 " 85.00	2.55
55.01 " 55.35	1.66	70.01 " 70.35	2.11	85.01 " 85.35	2.56
55.36 " 55.70	1.67	70.36 " 70.70	2.12	85.36 " 85.70	2.57
55.71 " 56.00	1.68	70.71 " 71.00	2.13	85.71 " 86.00	2.58
56.01 " 56.35	1.69	71.01 " 71.35	2.14	86.01 " 86.35	2.59
56.36 " 56.70	1.70	71.36 " 71.70	2.15	86.36 " 86.70	2.60
56.71 " 57.00	1.71	71.71 " 72.00	2.16	86.71 " 87.00	2.61
57.01 " 57.35	1.72	72.01 " 72.35	2.17	87.01 " 87.35	2.62
57.36 " 57.70	1.73	72.36 " 72.70	2.18	87.36 " 87.70	2.63
57.71 " 58.00	1.74	72.71 " 73.00	2.19	87.71 " 88.00	2.64
58.01 " 58.35	1.75	73.01 " 73.35	2.20	88.01 " 88.35	2.65
58.36 " 58.70	1.76	73.36 " 73.70	2.21	88.36 " 88.70	2.66
58.71 " 59.00	1.77	73.71 " 74.00	2.22	88.71 " 89.00	2.67
59.01 " 59.35	1.78	74.01 " 74.35	2.23	89.01 " 89.35	2.68
59.36 " 59.70	1.79	74.36 " 74.70	2.24	89.36 " 89.70	2.69
59.71 " 60.00	1.80	74.71 " 75.00	2.25	89.71 " 90.00	2.70
60.01 " 60.35	1.81	75.01 " 75.35	2.26	90.01 " 90.35	2.71
60.36 " 60.70	1.82	75.36 " 75.70	2.27	90.36 " 90.70	2.72
60.71 " 61.00	1.83	75.71 " 76.00	2.28	90.71 " 91.00	2.73
61.01 " 61.35	1.84	76.01 " 76.35	2.29	91.01 " 91.35	2.74
61.36 " 61.70	1.85	76.36 " 76.70	2.30	91.36 " 91.70	2.75
61.71 " 62.00	1.86	76.71 " 77.00	2.31	91.71 " 92.00	2.76
62.01 " 62.35	1.87	77.01 " 77.35	2.32	92.01 " 92.35	2.77
62.36 " 62.70	1.88	77.36 " 77.70	2.33	92.36 " 92.70	2.78
62.71 " 63.00	1.89	77.71 " 78.00	2.34	92.71 " 93.00	2.79
63.01 " 63.35	1.90	78.01 " 78.35	2.35	93.01 " 93.35	2.80
63.36 " 63.70	1.91	78.36 " 78.70	2.36	93.36 " 93.70	2.81
63.71 " 64.00	1.92	78.71 " 79.00	2.37	93.71 " 94.00	[illegible]
64.01 " 64.35	1.93	79.01 " 79.35	2.38	94.01 " 94.35	[illegible]
64.36 " 64.70	1.94	79.36 " 79.70	2.39	94.36 " 94.70	[illegible]
64.71 " 65.00	1.95	79.71 " 80.00	2.40	94.71 " 95.00	2.85
65.01 " 65.35	1.96	80.01 " 80.35	2.41	95.01 " 95.35	2.86
65.36 " 65.70	1.97	80.36 " 80.70	2.42	95.36 " 95.70	2.87
65.71 " 66.00	1.98	80.71 " 81.00	2.43	95.71 " 96.00	2.88
66.01 " 66.35	1.99	81.01 " 81.35	2.44	96.01 " 96.35	2.89
66.36 " 66.70	2.00	81.36 " 81.70	2.45	96.36 " 96.70	2.90
66.71 " 67.00	2.01	81.71 " 82.00	2.46	96.71 " 97.00	2.91
67.01 " 67.35	2.02	82.01 " 82.35	2.47	97.01 " 97.35	2.92
67.36 " 67.70	2.03	82.36 " 82.70	2.48	97.36 " 97.70	2.93
67.71 " 68.00	2.04	82.71 " 83.00	2.49	97.71 " 98.00	2.94
68.01 " 68.35	2.05	83.01 " 83.35	2.50	98.01 " 98.35	2.95
68.36 " 68.70	2.06	83.36 " 83.70	2.51	98.36 " 98.70	2.96
68.71 " 69.00	2.07	83.71 " 84.00	2.52	98.71 " 99.00	2.97
				99.01 " 99.35	2.98
				99.36 " 99.70	2.99
				99.71 "100.00	3.00

3% WEST VA. SALES TAX

93

WEST VIRGINIA CONSUMERS SALES TAX (2%) RATE CHART

FOR FOOD INTENDED FOR HUMAN CONSUMPTION: EFFECTIVE JULY 1, 1979, TO JUNE 30, 1980 POST NEAR CASH REGISTER

AMOUNT OF SALE	TAX
$ .01 TO $ .25	NONE
.26 TO .50	$ .01
.51 TO 1.00	.02
1.01 TO 1.50	.03
1.51 TO 2.00	.04
2.01 TO 2.50	.05
2.51 TO 3.00	.06
3.01 TO 3.50	.07
3.51 TO 4.00	.08
4.01 TO 4.50	.09
4.51 TO 5.00	.10
5.01 TO 5.50	.11
5.51 TO 6.00	.12
6.01 TO 6.50	.13
6.51 TO 7.00	.14
7.01 TO 7.50	.15
7.51 TO 8.00	.16
8.01 TO 8.50	.17
8.51 TO 9.00	.18
9.01 TO 9.50	.19
9.51 TO 10.00	.20
10.01 TO 10.50	.21
$10.51 TO $11.00	$ .22
11.01 TO 11.50	.23
11.51 TO 12.00	.24
12.01 TO 12.50	.25
12.51 TO 13.00	.26
13.01 TO 13.50	.27
13.51 TO 14.00	.28
14.01 TO 14.50	.29
14.51 TO 15.00	.30
15.01 TO 15.50	.31
15.51 TO 16.00	.32
16.01 TO 16.50	.33
16.51 TO 17.00	.34
17.01 TO 17.50	.35
17.51 TO 18.00	.36
18.01 TO 18.50	.37
18.51 TO 19.00	.38
19.01 TO 19.50	.39
19.51 TO 20.00	.40
20.01 TO 20.50	.41
20.51 TO 21.00	.42
21.01 TO 21.50	.43
$21.51 TO $22.00	$ .44
22.01 TO 22.50	.45
22.51 TO 23.00	.46
23.01 TO 23.50	.47
23.51 TO 24.00	.48
24.01 TO 24.50	.49
24.51 TO 25.00	.50
25.01 TO 25.50	.51
25.51 TO 26.00	.52
26.01 TO 26.50	.53
26.51 TO 27.00	.54
27.01 TO 27.50	.55
27.51 TO 28.00	.56
28.01 TO 28.50	.57
28.51 TO 29.00	.58
29.01 TO 29.50	.59
29.51 TO 30.00	.60
30.01 TO 30.50	.61
30.51 TO 31.00	.62
31.01 TO 31.50	.63
31.51 TO 32.00	.64
32.01 TO 32.50	.65

AMOUNT OF SALE	TAX
$33.01 TO $33.50	$ .67
33.51 TO 34.00	.68
34.01 TO 34.50	.69
34.51 TO 35.00	.70
35.01 TO 35.50	.71
35.51 TO 36.00	.72
36.01 TO 36.50	.73
36.51 TO 37.00	.74
37.01 TO 37.50	.75
37.51 TO 38.00	.76
38.01 TO 38.50	.77
38.51 TO 39.00	.78
39.01 TO 39.50	.79
39.51 TO 40.00	.80
40.01 TO 40.50	.81
40.51 TO 41.00	.82
41.01 TO 41.50	.83
41.51 TO 42.00	.84
42.01 TO 42.50	.85
42.51 TO 43.00	.86
43.01 TO 43.50	.87
43.51 TO 44.00	.88
$44.01 TO $44.50	$ .89
44.51 TO 45.00	.90
45.01 TO 45.50	.91
45.51 TO 46.00	.92
46.01 TO 46.50	.93
46.51 TO 47.00	.94
47.01 TO 47.50	.95
47.51 TO 48.00	.96
48.01 TO 48.50	.97
48.51 TO 49.00	.98
49.01 TO 49.50	.99
49.51 TO 50.00	1.00
50.01 TO 50.50	1.01
50.51 TO 51.00	1.02
51.01 TO 51.50	1.03
51.51 TO 52.00	1.04
52.01 TO 52.50	1.05
52.51 TO 53.00	1.06
53.01 TO 53.50	1.07
53.51 TO 54.00	1.08
54.01 TO 54.50	1.09
54.51 TO 55.00	1.10
55.01 TO 55.50	1.11
$55.51 TO $56.00	$ 1.12
56.01 TO 56.50	1.13
56.51 TO 57.00	1.14
57.01 TO 57.50	1.15
57.51 TO 58.00	1.16
58.01 TO 58.50	1.17
58.51 TO 59.00	1.18
59.01 TO 59.50	1.19
59.51 TO 60.00	1.20
60.01 TO 60.50	1.21
60.51 TO 61.00	1.22
61.01 TO 61.50	1.23
61.51 TO 62.00	1.24
62.01 TO 62.50	1.25
62.50 TO 63.00	1.26
63.01 TO 63.50	1.27
63.51 TO 64.00	1.28
64.01 TO 64.50	1.29
64.51 TO 65.00	1.30
65.01 TO 65.50	1.31
65.51 TO 66.00	1.32
66.01 TO 66.50	1.33
66.51 TO 67.00	1.34

FOR SALES NOT SHOWN MULTIPLY THE DOLLAR AMOUNT BY 2 AND ADD .01¢ FOR EACH BRACKET

STATE TAX COMMISSIONER
CHARLESTON, WEST VIRGINIA

INFORMATION SHEET VIII-3-5

Taxable vs. Non-Taxable Identification Exercise

Starting July 1, 1981 some items in West Virginia will have sales tax applied to them, and some will not. According to Information Sheet VIII-3-2, check the appropriate column as to whether the listed item is taxable or not.

Item	Yes	No	Item	Yes	No
1. Kool Aid			14. Cut Flowers		
2. Hershey Candy Bar			15. Rubbing Alcohol		
3. Frozen Orange Juice			16. Pineapple Drink		
4. Graham Crackers			17. Hartz Seed Tree		
5. Baking Soda			18. Luncheon Meats		
6. Unflavored Gelatin			19. Potato Chips		
7. Popsicles			20. Chopped Olives		
8. Alpo Lamb Chunks			21. Beer		
9. Welch's Grape Juice			22. Dentyne Gum		
10. Coca Cola			23. Lasagne Noodles		
11. Post Alpha Bits			24. Scott Hankie Pack		
12. Toilet Tissue			25. Bicarbonate of Soda		
13. Birthday Candles			26. Mogen David Wine		

100

		YES	NO			YES	NO
27.	Breakfast Squares			39.	Cool Whip Topping		
28.	Barbecue Chicken-Hot			40.	Rum Flavoring		
29.	Food Coloring			41.	Chocolate Dainties		
30.	Pam			42.	Oscar Mayer Bacon		
31.	Vitamins			43.	Ice Cream		
32.	Spearmint Certs			44.	Party Ice Cubes		
33.	Cigarettes			45.	Fleischmann's Yeast		
34.	Certo			46.	Monthly Magazine		
35.	T.V. Guide			47.	Sour Cream		
36.	Wesson Oil			48.	Brandied Mincemeat		
37.	Oxydol			49.	Lipton's Tea Mix		
38.	DelMonte Canned Corn			50.	Fiddle Faddle Popcorn		

Check your answers with your instructor.

INFORMATION SHEET VIII-3-6

Food Stampable vs. Non-Food Stampable Identification Exercise

Identify the following merchandise as being eligible for food stamp payment by placing a check mark under the food stampable (FS) column or under the non-food stampable (NFS) column for ineligible food stamp items.

	Item	FS	NFS		Item	FS	NFS
1.	Kool Aid			14.	Cut Flowers		
2.	Hershey Candy Bar			15.	Rubbing Alcohol		
3.	Frozen Orange Juice			16.	Pineapple Drink		
4.	Graham Crackers			17.	Hartz Seed Tree		
5.	Baking Soda			18.	Luncheon Meats		
6.	Unflavored Gelatin			19	Potato Chips		
7.	Popsicles			20.	Chopped Olives		
8.	Alpo Lamb Chunks			21.	Beer		
9.	Welch's Grape Juice			22.	Dentyne Gum		
10.	Coca Cola			23.	Lasagne Noodles		
11.	Post Alpha Bits			24.	Scott Hankie Pack		
12.	Toilet Tissue			25.	Bicarbonate of Soda		
13.	Birthday Candles			26.	Mogen David Wine		

102

INFORMATION SHEET VIII-3-6 (continued)

27.	Breakfast Squares				39.	Cool Whip Topping			
28.	Barbecue Chicken-Hot				40.	Rum Flavoring			
29.	Food Coloring				41.	Chocolate Dainties			
30.	Pam				42.	Oscar Mayer Bacon			
31.	Vitamins				43.	Ice Cream			
32.	Spearmint Certs				44.	Party Ice Cubes			
33.	Cigarettes				45.	Fleischmann's Yeast			
34.	Certo				46.	Monthly Magazine			
35.	T.V. Guide				47.	Sour Cream			
36.	Wesson Oil				48.	Brandied Mincemeat			
37.	Oxydol				49.	Lipton's Tea Mix			
38.	DelMonte Canned Corn				50.	Fiddle Faddle Popcorn			

Check your answers with those provided by your instructor.

INFORMATION SHEET VIII-3-7

Sales Tax Exercise

In the spaces provided, write the correct amount of sales tax for each of the following sales amounts according to tax breaks listed in Information Sheet VIII-3-4:

Purchase		Tax 1%	2%	3%	Purchase		Tax 1%	2%	3%
1.	$1.09				16.	$18.45			
2.	.54				17.	5.81			
3.	.80				18.	1.38			
4.	.91				19.	.10			
5.	.37				20.	13.94			
6.	.05				21.	.60			
7.	4.44				22.	1.99			
8.	1.18				23.	.95			
9.	.27				24.	18.44			
10.	.17				25.	15.03			
11.	5.88				26.	.33			
12.	.77				27.	14.10			
13.	1.12				28.	.49			
14.	6.83				29.	16.88			
15.	.98				30.	1.00			

		1⅛	2⅛	3⅛				1⅛	2⅛	3⅛
31.	.35				46.	2.13				
32.	10.13				47.	4.37				
33.	.43				48.	18.34				
34.	1.19				49.	.89				
35.	.29				50.	17.62				
36.	9.15				51.	2.64				
37.	11.27				52.	20.38				
38.	.45				53.	8.41				
39.	1.72				54.	44.66				
40.	2.12				55.	23.94				
41.	12.95				56.	.71				
42.	.51				57.	5.00				
43.	2.87				58.	78.29				
44.	.11				59.	64.12				
45.	.75				60.	.25				

Check your answers with those provided by your instructor.

INFORMATION SHEET VIII-3-8

Department Identification Exercise

In the space provided, write the correct department for the following items as they were defined in Information Sheet VIII-3-1.

	ITEM	DEPARTMENT
1.	Baking Soda	
2.	Coffee	
3.	Eggs	
4.	Canned Fruits	
5.	Sugar	
6.	Fresh Meat	
7.	Beer	
8.	Packaged Candy	
9.	Grass Seed	
10.	Bulk Nuts	
11.	Monthly Magazines	
12.	Bicarbonate of Soda	
13.	Pet Foods	
14.	Party Dips	
15.	Soap	
16.	Fresh Fish	
17.	Canned Ham	
18.	Lunch Meat	
19.	Cut Flowers	
20.	Ice Cream	
21.	Cheese	
22.	Vegetable Seeds	
23.	Cigarettes	
24.	Spices	
25.	Canned Vegetables	
26.	Ice (crushed)	
27.	Fresh Vegetables	
28.	Canned Biscuits	
29.	Carbonated Drinks	
30.	Bulk Candy	
31.	Fresh Donuts	
32.	Laxatives	
33.	Barbecued Chicken (hot)	
34.	Liquor	
35.	Deodorants	
36.	Cottage Cheese	
37.	Toothpaste	
38.	Wine	
39.	Butter	
40.	T V Dinners	
41.	Fresh Cakes	
42.	Furniture Polish	
43.	Toothpicks	
44.	Underwear	
45.	Cough Drops	

106

46. Margarine _____
47. Fresh Cookies _____
48. Greeting Cards _____
49. Thread _____
50. Socks _____

Check your answers with those provided by your instructor.

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 4: Prepare the Cash Register for Daily Operation (IDECC 888)

Learning Steps

1. Pick-up cash tray and cashier report form.
2. Count and verify each denomination of cash in the cash tray.
3. List the amount of each denomination on your cashier report form (if applicable).
4. Place each denomination into its proper compartment in the cash tray.
5. Report tray count discrepancies to the proper authority.
6. Place cash tray in the cash register drawer.
7. Turn on cash register.
8. Place and align the cashier report form to the loan section.
9. Activate the proper keys on your register to accept the cash tray loan.
10. Enter today's date.
11. Enter the amount of cash and food stamps in the loan section by machine (if applicable).
12. Change the register form loan made to the normal operating position.
13. Remove the cashier report form from the pointing area.
14. Close the cash drawer.
15. Enter cashier identification code number, letter or symbol.

Learning Activities

1. Attend a demonstration by your instructor in preparing the cash register for daily operation.

2. Prepare a $70 cash tray with $1, $5, $10 and $.01, $.05, $.10m $.25 denominations appropriate for daily operation, according to the guidelines presented by your instructor.

3. Count and verify a previously prepared cash tray.

4. Enter the tray count in the register and on the appropriate form.

5. Prepare the cash register for normal daily operation.

Evaluation

Secure a cash tray from your instructor, count and verify its contents, record on appropriate form and prepare the cash register for normal operation.

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 5: Calculate and Enter Multiple and Split Prices (IDECC 888)

Learning Steps

Manual Steps

1. Read the price marked on merchandise.
2. Divide the grouped price by the grouping quantity to determine the cost of one item.
3. Multiply the single item price by the number of items to be purchased.
4. Enter the computed amount on the mechanical cash register.

Cash Register (automatic) Steps

1. Prepare the electronic cash register for daily operation.
2. Index the number of items to be purchased.
3. Depress the multiple key (quantity, X, etc.)
4. Index the selling price on the keyboard.
5. Enter the calculation with the appropriate department key.

Learning Activities

1. Attend a lecture and demonstration by your instructor on calculating multiple and split prices.

2. Work the problems on Information Sheet VIII-5-1, "Multiple and Split Price Exercise", by the manual steps listed above.

3. Do the appropriate problems in the textbook assigned by your instructor.

4. Attend a demonstration on calculating and entering multiple and split prices on your cash register.

5. Practice activity #4 by entering amounts from flash cards, provided by your instructor, shown to you by another student.

6. Do the problems from Information Sheet VIII-5-1, "Multiple and Split Price Exercise", on the cash register.

Evaluation

Complete the written test, using the manual steps, provided by your instructor with 100% accuracy and without references. Enter the multiple and split prices given to you by your instructor with 100% accuracy on your cash register.

INFORMATION SHEET VIII-5-1

Multiple and Split Price Exercise

Do the following exercise in order to check yourself on the correct method of figuring multiple and split prices. After completing the exercise, check your answers with those provided by your instructor.

		Price for 1 item	Price for 2 items	Price for 3 items
1.	5 for $ .79			
2.	7 for .98			
3.	6 for 1.00			
4.	5 for .75			
5.	7 for .89			
6.	10 for .60			
7.	3 for .25			
8.	5 for .48			
9.	4 for .29			
10.	8 for .70			
11.	9 for 1.00			
12.	4 for .87			
13.	5 for 1.29			
14.	6 for .99			
15.	12 for 1.00			
16.	4 for .99			
17.	3 for .27			
18.	6 for 1.16			
19.	12 for 1.24			
20.	9 for .98			
21.	8 for 1.00			

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 6: Accept and Record Valid Coupons (IDECC 888)

Learning Steps

1. Prepare the cash register for daily operation.
2. Ask if customer has coupons.
3. Check the coupons for expiration date, brand, size, etc.
4. Record the customer's merchandise.
5. Enter coupon amount on store, vendor or appropriate coupon keys.
6. Finalize transaction.

Learning Activities

1. Attend a lecture/demonstration by your instructor on accepting and recording consumer coupons.
2. Read Information Sheet VIII-6-1, "Types of Coupons".
3. Complete Information Sheet VIII-6-2, "Identifying Coupons".
4. Study Information Sheet VIII-6-3, "Accepting Coupons".
5. Complete Information Sheet VIII-6-4, "Checking for Valid Coupons".

Evaluation

Process a customer's order prepared by your instructor and accept and record only valid coupons on your cash register.

INFORMATION SHEET VIII-6-1

Types of Coupons

The two basic types of coupons, used by consumers and redeemable at most retail establishments, are store and vendor coupons.

1. Store Coupons are given to consumers by retail establishments to stimulate sales. The coupons are usually distributed to the consumers through newspaper ads, mail-outs, handouts, or house-to-house deliveries. Store coupons are redeemable only at the specific stores or chain of stores listed on the coupons.

2. Vendor Coupons are given to consumers by manufacturers to increase the sales of specific products or to introduce a product to consumers. The coupons are redeemable at most retail establishments as long as they carry the specified product. These coupons are usually in magazines, newspapers or in the products themselves, and are worth their fact value in cash and should be treated as currency.

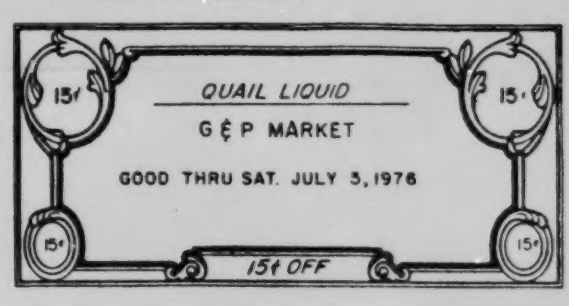
INFORMATION SHEET VIII-6-2

Identifying Coupons

Below are examples of store and vendor coupons. Label (identify) each coupon in the space provided as either a "store" or "vendor" coupon. Check your answers with those provided by your instructor.

1. _____

2. _____



3. _____

4. _____

5. _____

INFORMATION SHEET VIII-6-3

Accepting Coupons

A cashier-checker must be alert when taking coupons because of the number and variety that a store may be accepting at any given time. When accepting coupons, you should check for the following specifications:

1. Accept a coupon only if the specified item on the coupon is purchased by the customer.

2. If the coupon is dated, accept only if the expiration date has not expired.

3. Watch and be alert for phony coupons. On vendor coupons, look for "Mr. Grocer", "To The Dealer", or "Notice To Dealer". Without the instructions to the grocer or where to mail the coupon for stated reinbursement, the coupon is invalid.

4. Taxable items should be charged tax on the regular retail price.

5. Bottle/can deposits must be collected on coupon items.

6. With FREE coupons, write and circle the retail price on the front of the coupon. Always record the retail price (plus tax if taxable) of the free coupon item on the cash register and give credit later.

7. Check for any coupon limitations, such as: "One Coupon Per Purchase," "One Coupon Per Package", "One Coupon Per Customer", "Any Size", "Definite Sizes (ounces-pounds)", "Limit of (number) Per Coupon", and others. Do not accept a coupon that the customer must mail to the vendor for the merchandise.

8. With vendor coupons, record the item on the cash register at the price marked (retail price) on the item and give credit or cash later in finalizing the transaction. Do not reduce the retail price by the coupon amount before recording the retail price.

INFORMATION SHEET VIII-6-4

Checking For Valid Coupons

Examine the following sample store and vendor coupons and determine the expiration date, the coupon value, the product name, the purchase limits, the purchase requirement, and the type of coupon (store or vendor). Write the requested information in the spaces provided. After completing this sheet, check your answers with your instructor.

COUPON 1

COUPON 2

COUPON 3

COUPON 4

COUPON 5

COUPON 6

INFORMATION SHEET VIII-6-4 (continued)

Coupon	Expiration Date	Coupon Value	Product Name	Purchase Limits	Purchase Requirement	Coupon Type
1						
2						
3						
4						
5						
6						

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 7: Process Refunds (IDECC 888)

Learning Steps

1. Prepare the cash register for daily operation.
2. Record the customer's merchandise (if applicable).
3. Have refund approved by the proper authority.
4. Complete the refund form (if applicable).
5. Enter the returned item price and tax (if applicable) to be refunded on your cash register.
6. Finalize the transaction.

Learning Activities

1. Attend a lecture/demonstration by your instructor on processing consumer refunds.

2. Read Information Sheet VIII-7-1, "Processing Cash Refunds."

3. Complete sample cash refunds listed on Information Sheet VIII-7-2, "Sample Cash Refunds".

4. Read Information Sheet VIII-7-3, "Processing Bottle/Can Refunds."

5. Complete Information Sheet VIII-7-4, "Sample Bottle/Cap Refunds".

Evaluation

Record a customer's order prepared by your instructor and process cash and bottle/can refunds applicable to the order on your cash register. Also, complete the necessary forms for the refunds of the customer's order, without using additional resources.

INFORMATION SHEET VIII-7-1

Processing Cash Refunds

A cash refund usually must be approved by the proper store authority (store manager, department manager, head cashier, etc.). After obtaining the proper store approval, a cash refund may be given to the customer who has helped complete the refund form below. The following steps will provide a quick and simple way to complete the refund form.

1. Record the date, department and store number.
2. Obtain customer's name, address and phone number.
3. Record the price, tax and total amount to be refunded.
4. Write item description and reason for return on form.
5. Obtain approval and appropriate signature.
6. Make the cash refund to the customer.
7. Retain the refund form in the cash drawer.

BRANDY'S MART

Merchandise Cash Refund

Date _____ Dept. _____ Store No. _____

Customer's name _____ Amount of refund due

Address _____ Price $_____

City, State, Zip _____ Tax $_____

Phone Number _____ Area Code ____ Total $_____

Returned Item Description _____

_____

Reason for Return _____

_____

Customer's Signature _____

Manager's Signature/Approval _____

Cashier's Signature _____

INFORMATION SHEET VIII-7-2

Sample Cash Refunds

The following cash refund requests are provided for you to practice completing merchandise cash refund forms in processing refunds for customers. Each request for a refund has been approved by the mentioned manager in each situation, thus you are to complete the forms including the manager's signature. Check your completed forms with those provided by your instructor.

The following pages provide necessary refund forms for you to complete. Use today's date on all forms.

I. Mrs. John Hall has returned five damaged cans of peaches at $.89 per can. The store manager, Miss Brenda Smith, approved the merchandise cash refund. Mrs. Hall's address is 234 Main Street, Wonderful, West Virginia.

II. At 1 p.m., Mr. Tom Brown of 567 First Street, Heaven, West Virginia, returned a quart of milk because it was only half full. The price is $.85 and approved by the dairy department manager, Mrs. Ann Hawkins for refund.

III. Barbara Jones returned a can of spray starch that wouldn't spray. She had purchased it at the price of $3.49 at your store yesterday. Mr. Bill Bailey, the store manager, approved the refund. Miss Jones' address is 89 Green Road, Happy Hill, West Virginia.

1.

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER _____

MARKET MANAGER _____

MEAT MANAGER _____

PRODUCE MANAGER _____

DAIRY MANAGER _____

DEPARTMENT	AMOUNT
DAIRY _____	
GROCERIES _____	PRICE _____
PRODUCE _____	TAX _____
MARKET _____	TOTAL _____
MEAT _____	
DELI _____	

CUSTOMER'S SIGNATURE _____

ADDRESS _____

CITY & STATE _____

2.

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER _____

MARKET MANAGER _____

MEAT MANAGER _____

PRODUCE MANAGER _____

DAIRY MANAGER _____

DEPARTMENT	AMOUNT
DAIRY _____	
GROCERIES _____	PRICE _____
PRODUCE _____	TAX _____
MARKET _____	TOTAL _____
MEAT _____	
DELI _____	

CUSTOMER'S SIGNATURE _____

ADDRESS _____

CITY & STATE _____

3.

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER _____

MARKET MANAGER _____

MEAT MANAGER _____

PRODUCE MANAGER _____

DAIRY MANAGER _____

DEPARTMENT	AMOUNT
DAIRY _____	
GROCERIES _____	PRICE _____
PRODUCE _____	TAX _____
MARKET _____	TOTAL _____
MEAT _____	
DELI _____	

CUSTOMER'S SIGNATURE _____

ADDRESS _____

CITY & STATE _____ 120

INFORMATION SHEET VIII-7-3

Processing Bottle/Can Refunds

As a cashier-checker, you may be required to make cash refunds for bottle/can returns. There is a simple procedure of completing a form that requires only a few steps, from counting the bottles/cans to completing the process by placing the form in the cash drawer. Listed below are the procedures for properly completing a refund form and returnig the customer's deposit.

1. Count the number of bottles/cans returned by the customer.

2. Determine the amount to be returned by multiplying the number of bottles/cans by the refund per bottle/can. Write this amount in the space entitled "amount" on the form.

3. Write the date and sign the refund form.

4. Count the refund out loud to the customer.

5. Place the bottle/can refund form in the cash drawer.

Example

B. A. Brandimarte returned a carton of eight bottles, today, which has a deposit value of $.10 per bottle. The following refund form illustrates how the cashier-checker handled the transaction.

BOTTLE DEPOSIT REFUND

DATE PAID	PAID BY
6-6	CF

AMOUNT

$ .80

INFORMATION SHEET VIII-7-4

Sample Bottle/Can Refunds

Complete bottle/can refund forms for the following situations. After you have finished this exercise, check your answers with those provided by your instructor.

Use today's date on all forms.

I. Mrs. John Hall returned four quart bottles at $.20 per bottle and eight 16-ounce bottles at $.10 per bottle.

II. Mr. Tom Brown returned forty 16-ounce bottles at $.10 per bottle. Mrs. Ann Hawkins, the store manager, approved the return brought in today.

III. Today, Barbara Jones returned eight 12-ounce bottles at $.10 per bottle, twelve 16-ounce bottles at $.10 per bottle, 2 quart bottles at $.20 per bottle and four liter bottles at $.25 per bottle.

NUMBER ONE

BOTTLE DEPOSIT REFUND

DATE PAID | PAID BY

AMOUNT

$

NUMBER TWO

BOTTLE DEPOSIT REFUND

DATE PAID | PAID BY

AMOUNT

$

NUMBER THREE

BOTTLE DEPOSIT REFUND

DATE PAID | PAID BY

AMOUNT

$

122

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 8: Enter the Amount Tendered

Learning Steps

1. Prepare the cash register for daily operation.
2. Separate eligible and ineligible items to prepare for register entry (taxable vs. non-taxable and food stampable vs. non-food stampable).
3. Enter numeric data on cash register.
4. Depress modifier keys as needed for taxable, non-taxable, food stampable, or non-food stampable (if applicable).
5. Identify and enter on proper department keys.
6. Subtotal the purchases.
7. Apply taxes to the order.
8. Total the order.
9. Tell the customer the total amount due.
10. Validate and accept amount tendered.
11. Enter amount tendered on keyboard.
12. Depress appropriate tendered key(s).

Learning Activities

1. Attend a lecture and demonstration by your instructor on accepting and entering various amounts tendered (cash, checks, food stamps and miscellaneous).

2. Read and complete the programmed text by National Cash Register "Cashing Checks", or other instructional materials provided by your instructor.

3. Read Information Sheet VIII-8-1 through Information Sheet VIII-8-4, "Checks", "Types of Checks", "Parts of a Check", and " Miscellaneous Tender".

4. View filmstrips, "Checks", "Customer Identification", and "Credit Cards" from the "Cashier Series" by Chase Manhattan Bank and McGraw-Hill.

5. Complete Exercise Sheet VIII-1, "Acceptable and Unacceptable Checks".

Evaluation

Process customer orders prepared by your instructor and accept and validate the amounts to be tendered for each order.

INFORMATION SHEET VIII-8-1

Checks

As a cashier-checker, your job will probably require you to handle many different kinds of checks. You will have to distinguish between those that are properly written and those that are not. To protect yourself and your employer against theft, you will also have to take certain precautions. Losses can occur if a swindler deliberatly passes a bad check. They can also occur as the result of an oversight on the part of an honest customer.

Although your responsibility for cashing checks will depend on the policies of the particular retail establishment for which you work, the following rules are generally followed by the retail industry.

1. Accept checks written in ink and not in pencil.
2. Do not accept two-party personal checks.
3. Post-dated (future date) checks and checks more than 30 days old are not to be accepted in payment.
4. Obtain identification before cashing a check, such as:
   a. driver's license
   b. store courtesy card
   c. bank check guarantee card
   d. credit cards
   e. charge plates
5. Checks written for more than the purchase may not be acceptable in some stores--depends on store policy.
6. Out-of-state or out-of-area checks may be unacceptable depending on store policy.
7. Signatures on checks must be written and not typewritten or rubber stamped.
8. Make sure that the MICR encoding number is on the check.

The five elements which must appear on the face of a properly written check are:

1. The drawer--the person who removes the money from his or her bank account and signs the check.

2. The payee--the person or company to whom the check is written.

3. The drawer--the bank in which the drawer maintains his or her account and on which the check is drawn.

4. The amount--the "dollar and cents" value of the check written once in figures and once in words with both in agreement.

5. The date--the month, day, and year on which the check was written must appear on the face of the check.

INFORMATION SHEET VIII-8-2

Types of Checks

A check is a written order to the bank to take a stated sum of money from a checking account and pay it to a third party or to oneself.

The most commonly used types of checks that you will encounter as a cashier-checker are the following:

1. Personal Check--a check made payable to the individual or business to whom it is being presented for payment.

2. Business Check--a check authorizing a bank to withdraw funds from an account which belongs to a business and not to an individual.

3. Payroll Check--a business check written by a company in payment of salary to an employee.

4. Government Check--a check made payable to an individual or individuals by the city, state, or federal government for such things as welfare payments, social security benefits, tax refunds, etc.

5. Money Order--a check which may be bought from a bank, post office or authorized retail establishment and most often used by persons who do not have a personal checking account.

6. Traveler's Check--a special kind of check often used as a convenience by people traveling because it will be accepted almost anywhere in the world.

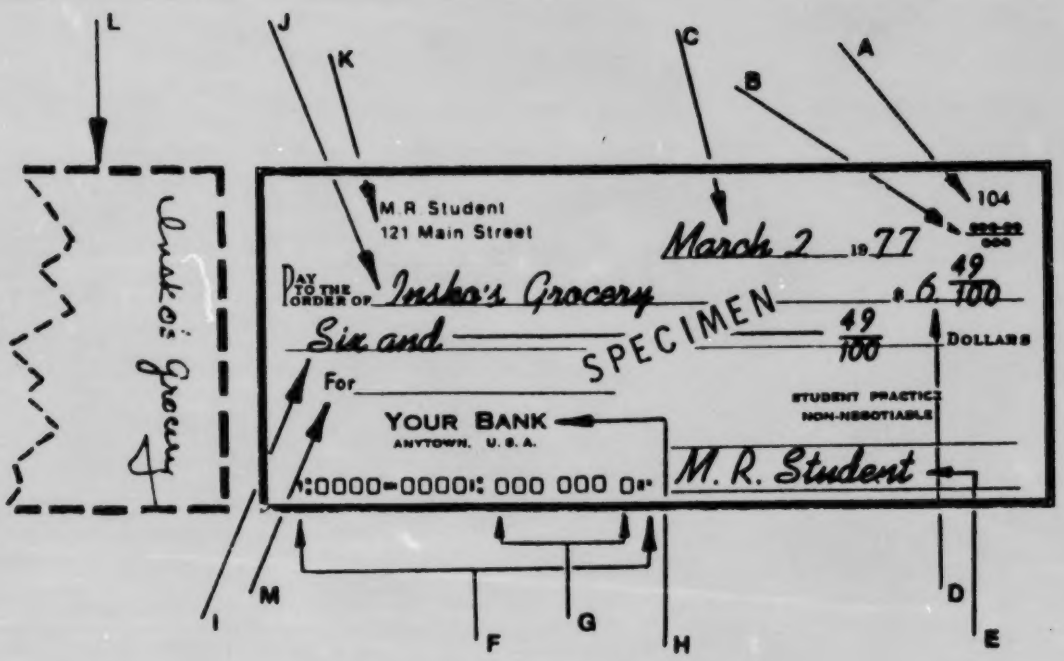
7. Two-party Personal Checks--a personal check which is presented for payment to an individual or business other than the payee and which must be signed on the back by the payee named. These checks are generally not accepted by most business establishments because of the additional risk involved.

8. Counter Check--A personal check supplied by and within a bank for immediate use in the bank by an individual wanting to secure funds from his/her personal checking account without the use of a pre-printed personal check. These checks are generally unacceptable by retail establishments because they lack many elements necessary to make an acceptable check, such as the MICR encoding.

INFORMATION SHEET VIII-8-3

Parts of A Check

The check shown below is lettered to help illustrate the parts of a check defined on the following page.



A. Check number: A consecutive number that is printed on the check by the bank or written on the check by the payer for record keeping purposes.

B. Bank identification number: The number assigned to the bank by the Federal Reserve System; every bank in the U.S. has a different number.

C. Date: The current month, day and year the check is written.

D. Numerical amount of checks: The amount of the check written in figures; this must agree with the amount written in script.

E. Payer's signature (drawer): The personal signature of the person writing the check.

F. MICR encoding number: A line of special printing along bottom of the check; it is used by the bank's electronic check-processing equipment to process the check.

G. Payer's account number: The number which the bank has assigned to the payer; this number is part of the encoding number.

H. Payer's bank name and address (drawer): The name and address of the bank on which the check is drawn.

I. Amount of check in script: The amount for which the check has been drawn, written out; this must agree with the amount in figures which is written on the line above it.

J. Payee: The name of the person to whom the amount of check is to be paid.

K. Payer's name and address: The imprinted name and address of the person who is writing the check.

L. Endorsement: The signature of the payee or person to whom the check is written; it is written on the back of the check.

M. Purpose for which check is written: The payer writes the purpose of the check on this line in order to have a record of the check and to let the payee know the purpose of the check.

INFORMATION SHEET VIII-8-4

Miscellaneous Tender

The miscellaneous tender payments are those accepted that do not fall into the categories of cash, check, or food stamps. The miscellaneous payments are made in the following forms:

1. Credit Cards

2. Gift Certificates--certificates sold or given to consumers by retail establishments for gifts or to enhance buying expensive household equipment or furnishings.

3. WIC Coupons--coupons issued by the Health Department specifying certain products and amounts designed to help supplement the diets of women, infants, and children prior to and after birth to help sustain life.

4. Welfare Payment--an allowance made by the Welfare Department as an emergency allotment issued to aid an individual or family needing immediate help.

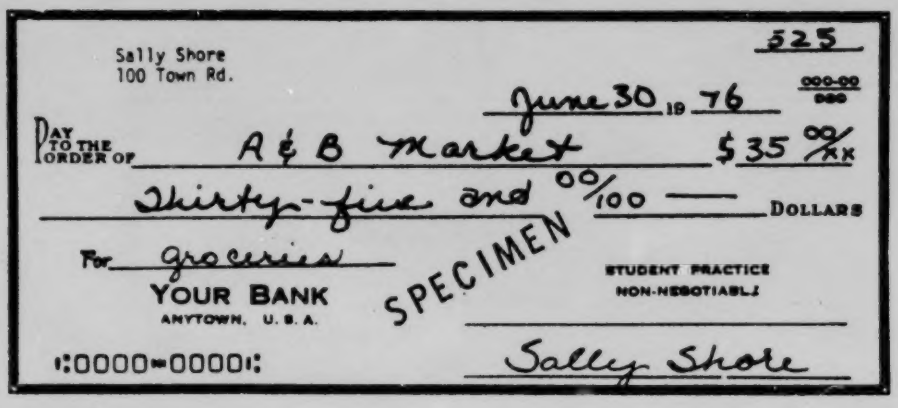
EXERCISE SHEET VIII-8-1

Acceptable and Unacceptable Checks

This exercise has been provided to simulate the decisions that have to be made by cashier-checkers as to the acceptability or unacceptability of checks presented for payment.

You are a cashier-checker in the A & B Market and the following checks are presented to you in payment for merchandise purchased at your store. Place an "X" beside each check showing whether it is acceptable or unacceptable. State the reasons for a check being unacceptable to your store in the space provided.

After completing this exercise, check your answers with those provided by your instructor.



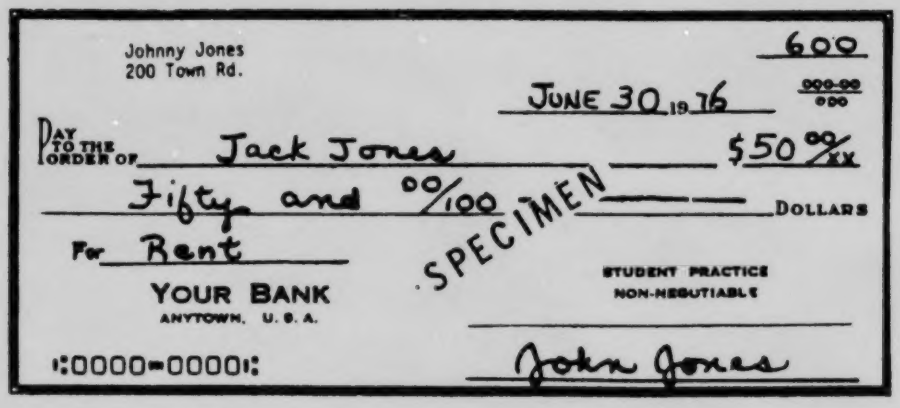
Acceptable _____

Unacceptable _____

Reason(s) _____

_____

_____



Acceptable _____

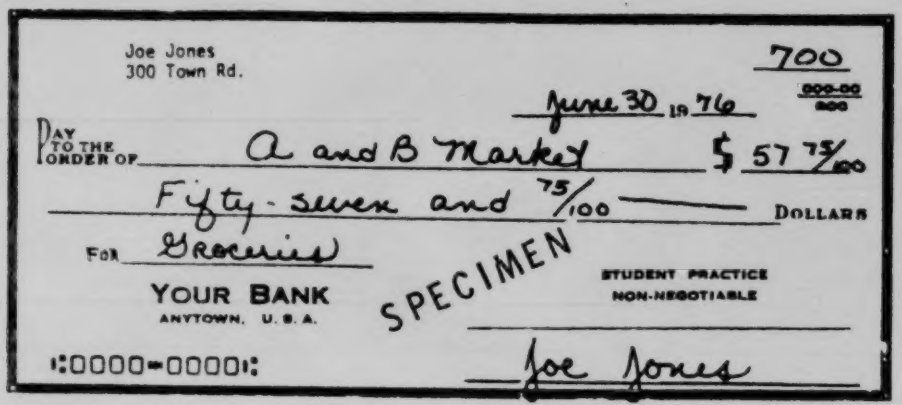
Unacceptable _____

Reason(s) _____

_____

_____

EXERCISE SHEET VIII-8-1 (continued)



Joe Jones
300 Town Rd.

700

June 30 19 76

000-00
000

PAY TO THE ORDER OF A and B Market $ 57 75/100

Fifty-seven and 75/100 DOLLARS

FOR Groceries

YOUR BANK
ANYTOWN, U.S.A.

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

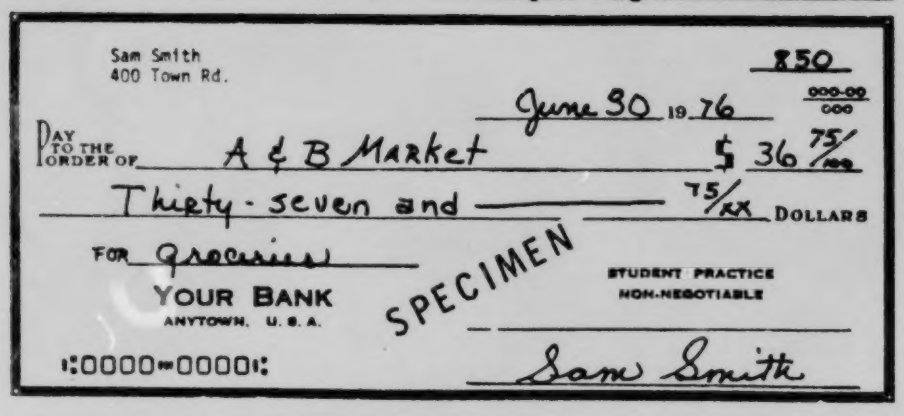
:0000-0000:

Joe Jones

Acceptable _____

Unacceptable _____

Reason(s) _____



Sam Smith
400 Town Rd.

850

June 30 19 76

000-00
000

PAY TO THE ORDER OF A & B Market $ 36 75/100

Thirty-seven and 75/XX DOLLARS

FOR Groceries

YOUR BANK
ANYTOWN, U.S.A.

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

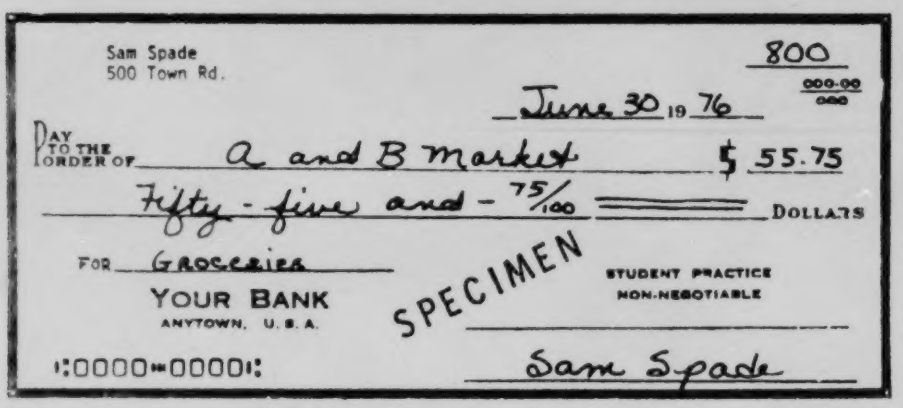
:0000-0000:

Sam Smith

Acceptable _____

Unacceptable _____

Reason(s) _____



Sam Spade
500 Town Rd.

800

June 30 19 76

000-00
000

PAY TO THE ORDER OF A and B Market $ 55.75

Fifty-five and 75/100 DOLLARS

FOR Groceries

YOUR BANK
ANYTOWN, U.S.A.

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

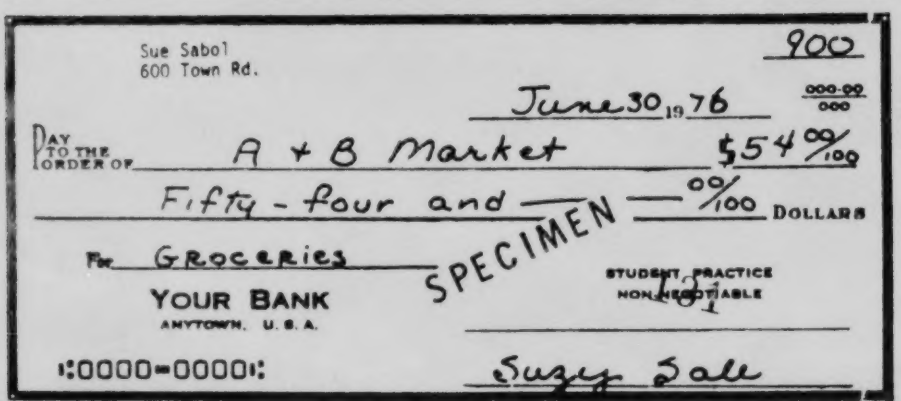
:0000-0000:

Sam Spade

Acceptable _____

Unacceptable _____

Reason(s) _____



Sue Sabol
600 Town Rd.

900

June 30 19 76

000-00
000

PAY TO THE ORDER OF A + B Market $54 00/100

Fifty-four and 00/100 DOLLARS

For Groceries

YOUR BANK
ANYTOWN, U.S.A.

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

:0000-0000:

Suzy Sale

Acceptable _____

Unacceptable _____

Reason(s) _____

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 9: Make Proper Change

Learning Steps--Automatic Method (Calculating Cash Register)

1. Prepare the cash register for daily operation.
2. Process the customer's purchase through Unit VIII, Competency 8, Learning Step # 12, "Depress Appropriate Tendered Key(s)."
3. Refer to cash register indication for amount of change due customer.
4. Obtain the correct amount of change (least amount of coins or currency) from the cash drawer.
5. State and count aloud the amount of change (cash and/or food stamps) being given the customer.
6. Close the cash drawer. (This step may be completed after Step #4.)

Learning Steps--Conventional Method (Non-Calculating Cash Register)

1. Prepare the cash register for daily operation.
2. Process the customer's purchase through Unit VIII, Competency 8, Learning Step #10, "Validate and accept amount tendered".
3. State amount purchased out of amount tendered.
4. Place amount tendered on change plate.
5. Count silently the change to yourself (as you will to the customer) as you are removing it from the cash drawer.
6. Count aloud the change to the customer as you are placing the change (cash and/or food stamps) in the customer's hand.
7. Place the amount tendered into the proper sections of the cash drawer.
8. Close the cash drawer.

Learning Activities

1. Attend a lecture and demonstration by your instructor on making proper change to the customer with cash and/or food stamps.

2. View filmstrips "Cash Handling" and "Conterfiet Currency" from the "Cashier Series" by Chase Manhattan Bank and McGraw-Hill.

STUDENT COMPETENCY SHEET VIII -9 (continued)

3. Read and complete the programmed instruction course, "Handling Money".

4. Read Information Sheet VIII-9-1, "Handling Money".

5. Complete Exercise Sheet VIII-9-1, "Automatic Method" and Exercise Sheet VIII-9-2, "Conventional Method".

Evaluation

Record customer orders prepared by your instructor and at the end of each order give your instructor the proper change remaining from the amount tendered in each situation.

INFORMATION SHEET VIII-9-1

Handling Money

An extremely important part of the cashier-checker's job is to receive money, checks, food stamps, etc. in payment for purchases and to give proper change to the customer. As a cashier-checker, you can create goodwill by handling the customer's order properly and giving the correct amount of change; or ill-will by improperly giving change to the customer and losing the customer's confidence in you and your store.

Change is computed by the cashier-checker in the conventional (manual) method or in the automatic method by the cash register. In either case, the change fund used by the cashier-checker is usually placed in the cash tray in the same manner as shown by the following illustration:

Rolls of Coins	$20.00 Bills	$10.00 Bills	$5.00 Bills	$1.00 Bills
Halves	Quarters	Dimes	Nickels	Pennies

Precautions and Suggestions

1. Cash tray should remain organized as shown above throughout the working day. All money received during the day should be separated into the proper compartments.

2. Bills of varying denominations should be placed in the cash tray facing upward and in the same direction (heads to the left) in the corresponding compartment to the denomination.

3. New currency has the tendency to stick together, thus more currency than is necessary may be given to the customer. New bills should be separated from one another by using older bills between each new one or fold down the corner of each new bill.

4. Currency received from a customer that does not have a compartment in the tray, should be placed under the cash tray in the bottom of the drawer along with the checks, food stamps and miscellaneous tendered items. Store policy will dictate the acceptance of large denomination bills.

5. Use the least amount of coins and bills possible when giving the customer change.

6. Count change back to the customer aloud with each piece that is placed in the customer's hand, this verifies the first count that the cashier-checker made when removing change from the cash tray.

7. Count change back to children and older customers in a slower manner to allow extra care for the inexperienced or hard-of-hearing customers.

8. When given odd change along with currency in payment for a purchase, the change should be deducted from the pruchase price to provide an accurate amount of change to the customer.

9. Amount of purchase should be stated aloud by the cashier-checker to the customer, and then state aloud the amount tendered by the customer to eliminate any confusion in the amount tendered.

10. Amount tendered by the customer should be kept separate in some fashion from the regular change fund until the customer acknowledges and verifies the change received and is satisfied with the transactions.

11. Keep the cash drawer partly closed when making change to prohibit cash drawer dipping.

12. Never turn your back or walk away from an open cash drawer. Close the cash drawer between each sale.

13. Never allow any interruptions during a transaction to avoid confusion. Always complete one transaction before starting another.

14. Avoid running out of change by checking it occasionally and buying change from the office when necessary.

15. Close the cash drawer and call for the person-in-charge when a dispute over change occurs and you are not sure of your error.

16. Do not loan money to another register, buy change from a customer or from your own personal money.

17. Lock your register when leaving unattended.

18. Know your store policy regarding the acceptance of foreign coins in payment for a purchase.

19. Always count change bought from the office to be accurate in your change fund total.

20. Be on the alert for dishonest money transactions that may occur occasionally.

EXERCISE SHEET VIII-9-1
Automatic Method

The calculating cash register has computed the amount of change due the customer. You are to indicate the number of each denomination of coins and currency needed to make change. After completing, check your answers with your instructor.

Change Due Customer	$20	$10	$5	$1	$.50	$.25	$.10	$.05	$.01
$ 3.41				3		1	1	1	1
3.17									
.72									
5.03									
21.24									
7.88									
2.45									
10.39									
.98									
9.55									
18.66									
4.09									
16.84									
8.06									
1.99									
14.75									
13.53									
.27									
143.22									
1.81									
88.48									
109.13									
51.55									
75.19									

EXERCISE SHEET VIII-9-2
Conventional Method

The non-calculating cash register was used to compute the amount of the customer's order. You are to compute the amount of change due the customer by using the least number of coins and currency. After completing, check your answers with your instructor.

Amount of Order	Amount Tendered	$.01	$.05	$.10	$.25	$.50	$1	$5	$10	$20
$ 8.13	$ 10.00	2		1	1	1	1			
52.03	70.00									
1.17	1.50									
14.02	100.00									
49.19	60.00									
1.81	50.00									
28.33	50.50									
10.53	20.03									
21.21	25.01									
.44	20.00									
39.26	40.00									
1.83	5.00									
41.37	100.00									
7.63	10.00									
2.20	5.00									
23.66	50.00									
.88	10.00									
11.77	20.02									
.12	1.00									
5.26	10.01									
13.49	15.00									
3.07	5.10									
.58	.75									
7.20	10.25									

STUDENT COMPETENCY SHEET

Unit VIII: Cash Register Operation

Competency 10: Close the Cash Register for the Day

Learning Steps

1. Prepare the cash register for daily operation.
2. Process customer transactions for the day.
3. Insert and align the cashier report form in the cash register to the proper section (if applicable) in the printing area.
4. Activate the proper keys for your cash register to Read (x) and Reset (z) totals.
5. Remove the cashier report form from the cash register printing area (if applicable).
6. Remove the cash tray (till).
7. Remove all contents from the cash drawer and place in cash tray.
8. Leave the cash drawer open.
9. Return the cash tray and cashier report form to the designated area.
10. Count and record on cashier report form all coins and currency found in cash tray.
11. Total coupons, checks, food stamps, etc.
12. Determine cash over or short by comparing cash tray total to cash register readings (totals).
13. Return cashier responsibility for entire cash tray to the proper authority.

Learning Activities

1. Attend a lecture/demonstration by your instructor on closing the cash register for the day and determining the cashier's responsibility.

2. Read Information Sheet VIII-10-1, "Read and Reset the Cash Register".

3. Read Information Sheet VIII-10-2, "Completing The Cashier Report Form".

4. Complete Exercise Sheet VIII-10-1, "Cashier Report Form Exercise".

Evaluation

Your instructor will provide the cash register, report forms, cash tray and necessary information for you to close the cash register for the day. You are to determine whether the cash tray is over or short and to turnover the responsibility for the cash tray to your instructor.

INFORMATION SHEET VIII-10-1

Read and Reset the Cash Register

The proper closing of the cash register is just as important to the total business operation as is the opening. Each day the cashier-checker is responsible for checking the money in the cash drawer.

At the end of the work day, the cashier-checker may have to read, reset and close out the register. The cashier-checker will count the cash drawer, complete the cashier report form which is a record of the day's transactions, plus return the responsibility for the cash drawer to the proper authority.

The procedures for reading, resetting and closing out the register are usually the same for most moachines. However, you should check with your instructor to be sure that the steps listed below can be used on your cash register. If they cannot be used, obtain the operator's manual for your machine to learn the proper procedure for reading and resetting your cash register.

Some cash registers will require keys labeled READ (x) and RESET (z) which correspond to similarly titled locks on your machine, while others will require a Mode key and a code number to read or reset the cash register. Whichever type of machine you have, follow these steps to read and reset your cash register:

1. Insert Cashier Report Form to the proper position on the printing table (if applicable).

2. Activate the proper keys for your cash register to Read (x) and Reset (z) the cash register.

3. Depress the appropriate cashier-checker identification key or number and the machine will automatically print the totals.

4. Remove the cashier Report Form from the printing table.

5. Return the cash register to the off position.

6. Remove cash tray and drawer contents and keys from the register and take them to the office or proper authority.

When resetting the cash register, the machine totals are all brought back to zero, thus this is the final procedure in removing the cashier-checker's responsibility at the end of the day. When a cashier-checker is only being relieved of duty for a break or lunch, a reading may only be necessary as the cashier-checker will return to this register after the break or lunch period is over.

INFORMATION SHEET VIII-10-2

Completing The Cashier Report Form

At the end of a work day, it is very important to prepare the Cashier Report Form for your register in order to have an accurate record for the store, to check the money in the drawer against the register totals, and to prepare the cash register for the next day's business.

Some cash registers will prepare the Cashier Report Form for you automatically on the printing table, while others will require you to manually prepare the form. The information and illustrations on this and the next page will provide you with the necessary skill to manually complete the report form, as will be necessary in an exercise to follow. Also included in this material is a sample automatic form for your use.

In order to check the money in your drawer against the register total, you must complete a cashier report form. Below are the steps to follow in completing the cashier report form manually.

1. Record the store name or number if it is not printed on the Report Form.
2. Record the date and time the register is closed out.
3. Record your employee number or initials.
4. Record the register number.
5. Record amount of the change fund.
6. Read out the register.
7. Record the total amount of sales from the detail audit tape.
8. Calculate the gross total of money handled during the day by adding the change fund and sales.
9. Record the voids.
10. Record the refunds.
11. Record the paid-outs.
12. Record the credit sales.
13. Calculate the total credit items by adding them.
14. Calculate the net cash by subtracting credit items total from gross total.
15. Record the coins by denominations.

16. Record the bills by denominations.

17. Record the total of the checks (taken from Checks Cashed Slip if applicable).

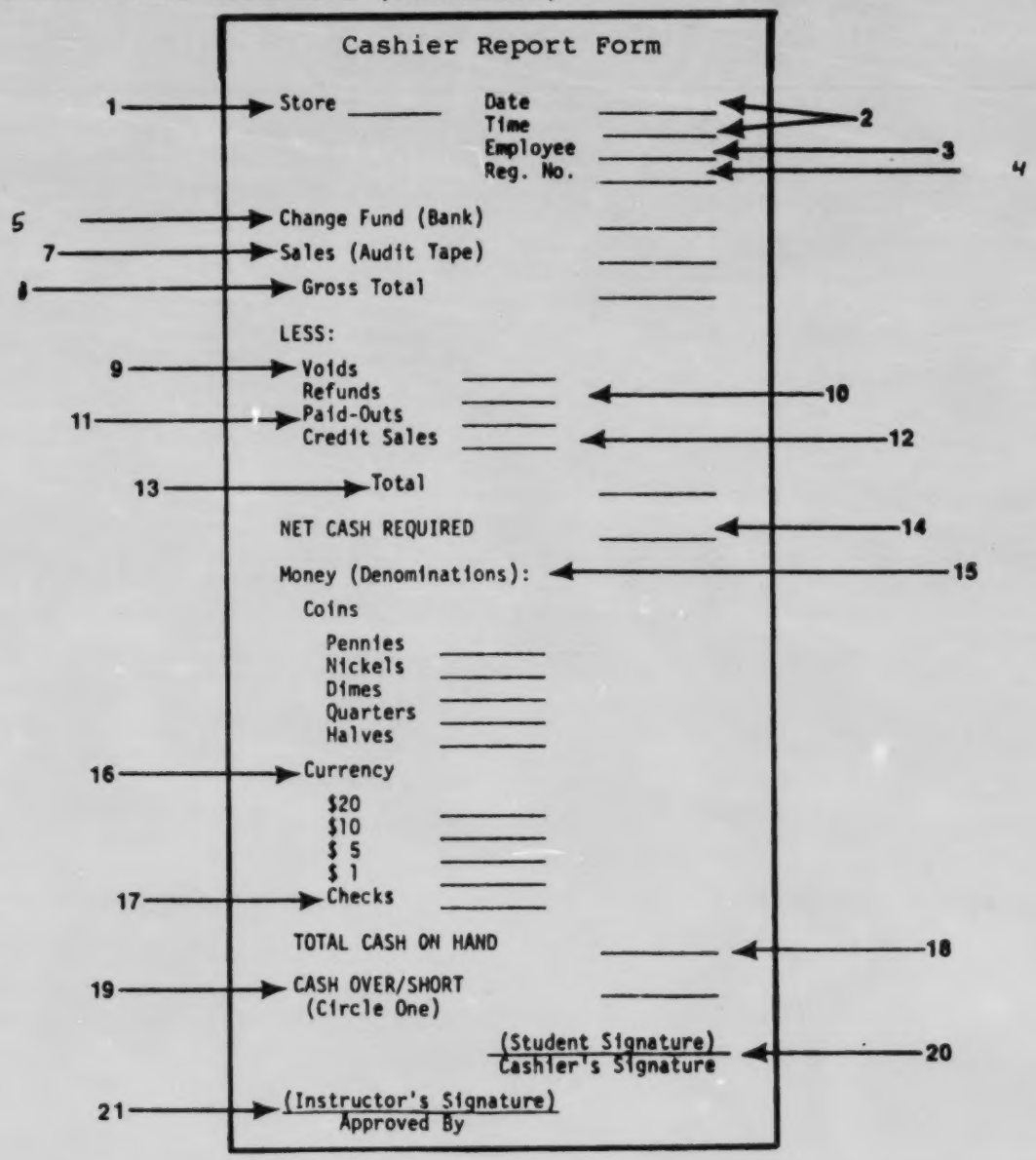
18. Calculate the total cash and checks by adding the two together.

19. Calculate the cash over or short by finding the difference between the Total Cash On Hand and the Net Cash Required. (If the Total Cash On Hand is more than the Net Cash Required, you are Over; if the Total Cash On Hand is less than the Net Cash Required, you are Short that amount.) Circle Over or Short.

20. Sign the Cashier Report Form.

21. Get the authorized signature of approval from the manager or your supervisor.

INFORMATION SHEET VIII-10-2 (continued)



EXERCISE SHEET VIII-10-1

Cashier Report Form Exercise

To enhance your knowledge of completing the Cashier Report Form, the information given below is to be used in completing the forms on the next page. After completing this exercise, check your answers with those provided by your instructor.

Information for Report Form #1	Information for Report Form #2
Register No. 1	Register No. 2
50 dimes	60 dimes
25 quarters	30 quarters
215 pennies	250 pennies
75 half dollars	50 half dollars
122 nickels	100 nickels
Twelve $20 bills	Ten $20 bills
Twenty-three $10 bills	Twenty-five $10 bills
Fifteen $5 bills	Twenty $5 bills
Thirty-two $1 bills	Thirty-five $1 bills
Change fund--$200.00	Change fund--250.00
Checks--$15.79, $2.38. $51.95, $21.75, $8.33	Checks--$12.31, $8.19, $34.80 $23.60, $11.66
Voids--$10.71	Voids--$6.88
Bottle Refunds--$8.90	Bottle Refunds--$6.40
Coupons--$5.10	Coupons--$6.40
Charge Sales--$172.89	Charge Sales--$190.44
Sales from audit tape--$731.63	Sales from audit tape--$866.41
Store No. 2	Store No. 2
September 3, 1999, 9 p.m.	September 3, 1999, 9 p.m.

144

EXERCISE SHEET VIII-10-1 (continued)

#1

Cashier Report Form

Store _____ Date _____
Time _____
Employee _____
Reg. No. _____

Change Fund (Bank) _____
Sales (Audit Tape) _____
Gross Total _____

LESS:

Voids	_____	
Refunds	_____	
Paid-Outs	_____	
Credit Sales	_____	
Total		_____

NET CASH REQUIRED _____

Money (Denominations):

Coins		
Pennies	_____	_____
Nickels	_____	_____
Dimes	_____	_____
Quarters	_____	_____
Halves	_____	_____
Currency		
$20	_____	_____
$10	_____	_____
$ 5	_____	_____
$ 1	_____	_____
Checks	_____	_____

TOTAL CASH ON HAND _____

CASH OVER/SHORT (Circle One) _____

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved By

#2

Cashier Report Form

Store _____ Date _____
Time _____
Employee _____
Reg. No. _____

Change Fund (Bank) _____
Sales (Audit Tape) _____
Gross Total _____

LESS:

Voids	_____	
Refunds	_____	
Paid-Outs	_____	
Credit Sales	_____	
Total		_____

NET CASH REQUIRED _____

Money (Denominations):

Coins		
Pennies	_____	_____
Nickels	_____	_____
Dimes	_____	_____
Quarters	_____	_____
Halves	_____	_____
Currency		
$20	_____	_____
$10	_____	_____
$ 5	_____	_____
$ 1	_____	_____
Checks	_____	_____

TOTAL CASH ON HAND _____

CASH OVER/SHORT (Circle One) _____

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved By

145

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Competency 1: Operate Balance Scales

Learning Steps

1. Turn on the light.
2. Check to see that the reading line indicates a zero reading.
3. Check to see that the scale tray is clean.
4. Place the merchanidise to be weighed on the scale tray.
5. Identify the merchandise to be weighed.
6. Check price list to determine price per pound.
7. Locate the price per pound on the price bar.
8. Follow the column to the point where the reading line crosses the price column.
9. Read this amount and enter on the cash register. Write the selling price on the bag to be used for the merchandise.

Learning Activities

1. Attend demonstration, given by your instructor, on how to read the scales.
2. Read Information Sheet IX-1-1, "Operate the Balance Scales."
3. Complete problems on Information Sheet IX-1-2, "Scale Reading Practice Problems."
4. Practice weighing merchandise with another student.

Evaluation

Weigh and price the simulated merchandise provided by your instructor with 100% accuracy.

INFORMATION SHEET IX-1-1

Operate the Balance Scales

Before using any scales you should make sure the scale tray is clean, the light is on (if applicable), and the reading line is on a zero reading.

1. Place merchandise to be weighed on the scale tray.

2. Check price list for price per pound.

3. Find the price per pound on the price bar.

4. Follow that price column down to the reading line. You have just found your selling price. If the reading line is directly on a price, thats the price you charge. But what if the reading line is between two lines? In retail stores a fraction of a cent can mean the difference in profit or loss, so the store must charge a cent for any fraction of a cent. Thus, if the reading line is any where between two lines, always go to the next cent. On the price bar you will find on the right a little section marked "TWO CENT VALUES". This tells you that in this section there is 2 cents between each line. Also in this section you will find a very small line in the column that does not extend to the edge of the column. This is the indication for 5 cents. When using the price bar, where the TWO CENT VALUES are located, remember there are two cents between the lines. If the line is half way or less, add one cent, if over half, add two cents.

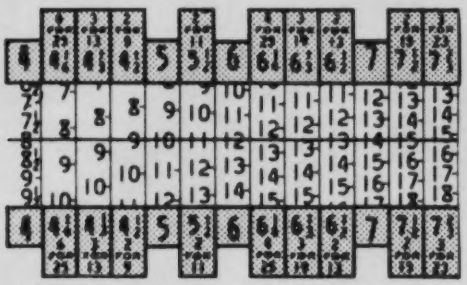
5. Mark selling price on appropriate size bag.

6. Place merchandise in the bag and staple shut.

INFORMATION SHEET IX-1-2

Scale Reading Practice Problems

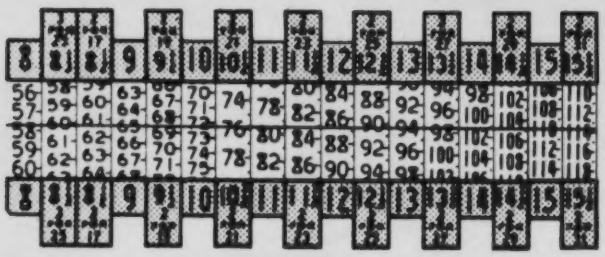
Using the simulated indications on this page, give the selling price if the price per pound was:



1. - $.06_____

2. - $.05_____

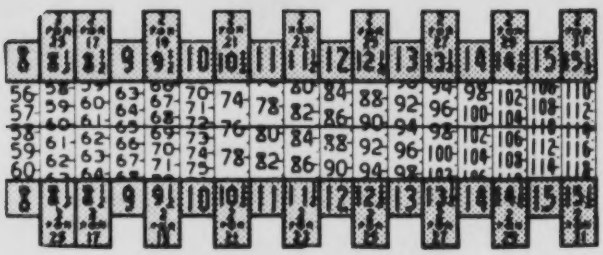
3. - 3# for $.23_____



4. - $.11_____

5. - $.15_____

6. - 2# for $.17_____



7. - $.15 1/2_____

8. - $.10_____

9. - $.08_____

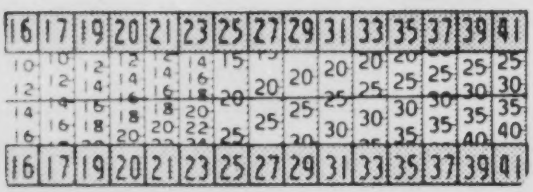
INFORMATION SHEET IX-1-2 (continued)

Before doing the following, remember that when the scales reaches a certain price per pound, there are $.02 between each line.

10. - $.59 per pound_____

11. - $.53 per pound_____

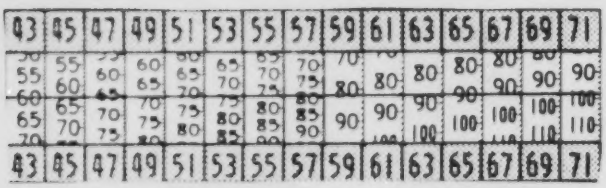
12. - $.57 per pound_____



13. - $.27 per pound_____

14. - $.16 per pound_____

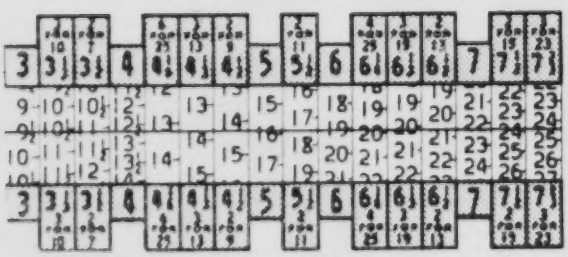
15. - $.23 per pound_____



16. - $.59 per pound_____

17. - $.71 per pound_____

18. - $.43 per pound_____

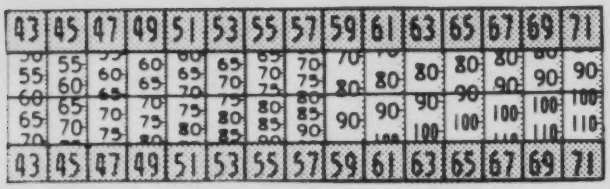


19. - $.03 per pound_____

20. - $.07 per pound_____

21. - $.04 1/2 _____

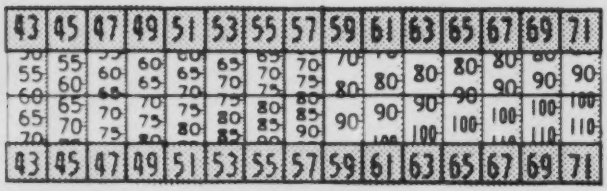
INFORMATION SHEET IX-1-2 (continued)



22. - $.71_____

23. - $.59_____

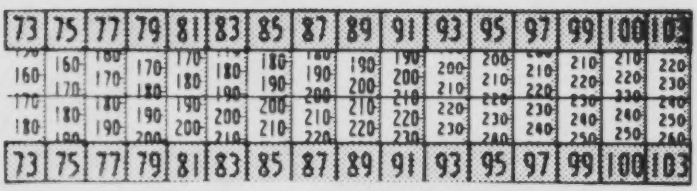
24. - $.51_____



25. - $.65_____

26. - $.53_____

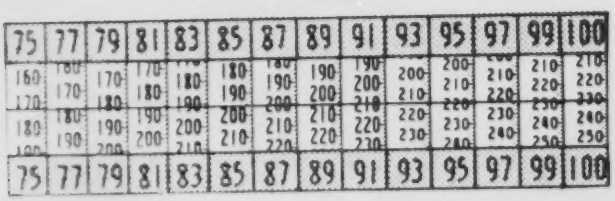
27. - $.63_____



28. - $1.00_____

29. - $.89_____

30. - $.83_____



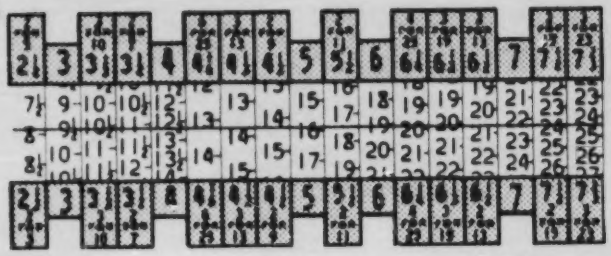
31. - $.77_____

32. - $.85_____

33. - $.95_____

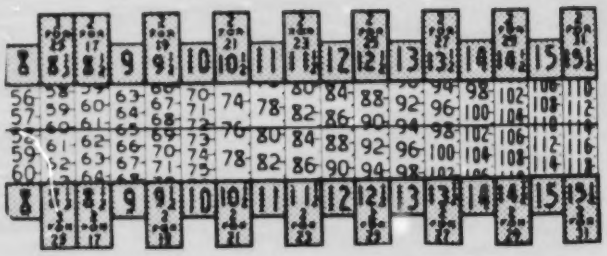
150

INFORMATION SHEET IX-1-2 (continued)



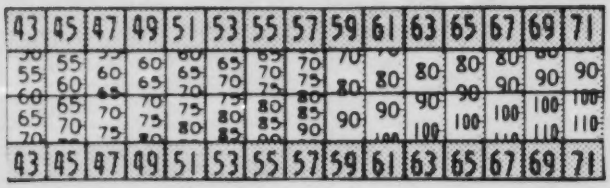
34. - $.06 1/3_____

35. - $.07 _____



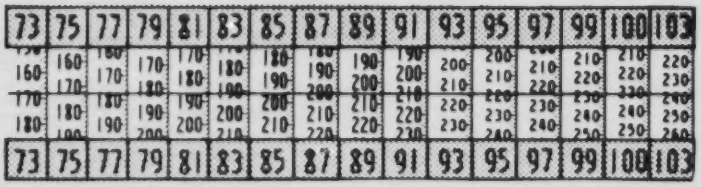
36. - $.11_____

37. - $.15 1/2_____



38. - $.59_____

39. - $.69_____



40. - $.73_____

41. - $.85_____

42. - $.93_____

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Competency 2: Operating Electronic Scales

Learning Steps

1. Turn scale on.
2. Place merchandise to be weighed on scale tray.
3. Find price per pound for merchandise on price chart.
4. Index the price per pound on the scales.
   10 Key pad
5. Look at indication to find selling price.
6. Mark the selling price on a proper size bag.
7. Place merchandise in the marked bag.

Learning Activities

1. Attend a lecture/demonstration on operating the electronic scale.

2. Read Information Sheet IX-2-1, "Operate Electronic Scales."

3. Practice weighing simulated merchandise provided by your instructor.

Evaluation

Weigh and price the merchandise provided by your instructor with 100% accuracy without the use of references.

152

INFORMATION SHEET IX-2-1

Operate Electronic Scales

The skills needed for operating the electronic scales are few. Simply turn the scales on, place merchandise to be weighed on the scales tray, index on the scales ten key pad, the price per pound, and look at the display to find the selling price. Mark the selling price on the properly selected bag and insert merchandise. Enter on the register key board the selling price and continue with the customer's order.

In some instances you will have the scales interfaced or wired to the cash register. If you are using this type scales, the cash register automatically rings up the selling price of the merchandise when you depress the scales key on the cash register keyboard. Your procedure would be: Place merchandise on the scales tray, index the price per pound on the scales ten key pad and depress the scale key on your register keyboard. The cash register has now entered the purchase price and its recorded on the customer's receipt.

On the next page you will find a picture of an electronic scales that can be used with or without the cash register.

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Copmpetency 3: Bag Merchandise

Learning Steps

1. Select proper size bag.
2. Open bag by placing hand inside bag and spreading corners.
3. Place cans or heavy merchandise (upright) in the bottom of the bag forming a solid base.
4. Line the bag with flat boxes (cereal, cake mixes, crackers, etc.) making certain the edges fit in the corners.
5. Place in the center upright glass containers separating with small items. (Gelatin, Spices, Soap, etc.)
6. Add the general merchandise such as candy, cookies, cigarettes, etc.
7. Top out the bag with crusable and bruisable merchandise. (Tomatoes, Eggs, Bread, Cakes, Potato Chips, Light Bulbs, etc.)

Learning Activities

1. Read Information Sheet IX-3-1 "Bag Merchandise."
2. Attend a demonstration by your instructor on "How to Bag Merchandise".
3. Practice bagging simulated merchandise with another student and evaluate each other.
4. Check your knowledge by listing on a sheet of paper the rules given on Information Sheet IX-3-1.

Evaluation

Bag simulated merchandise provided by your instructor following the correct bagging procedure, without the use of reference.

154

INFORMATION SHEET IX-3-1

Bag Merchandise

Bagging merchandise when properly done, to avoid damaging merchandise and wasting bags, will make a good impression on your customer and your employer. You could sum up all the rules in one statement: Always bag from heavy to light and use common sense. Bag the customer's order in the same way you would like to have your merchandise bagged.

Listed are some rules to remember when bagging merchandise.

1. Select smallest bag to comfortably hold the order.
2. Use the least number of bags to properly bag the merchandise.
3. Distribute the weight among the bags. (No bag should be too heavy for the customer to lift or carry)
4. Place damp produce and meat, frozen foods, and ice cream in insulated or plastic bags before placing them in the grocery bag. (If your store doesn't have insulated or plastic bags use one of your smaller bags.)
5. Refrain from bagging merchandise that doesn't require a bag (Merchandise that has a handle. Cartons of pop. bleach, and milk.)
6. Check the lids on bleach, bowl cleaners, and ammonia before placing in a seperate bag. (Never place in a bag with foods.)
7. Check the check stand to make sure all merchandise has been bagged.
8. Hand the bagged order to the customer or load in a shopping cart and offer carry-out service.

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Competency 4: Handle Customer Complaints (IDECC-823)

Learning Steps

1. Listen to what the customer has to say.
2. Show an interest in the customer and their complaint.
3. Settle the complaint or refer customer to someone in authority.

Learning Activities

1. Read pages 102 & 103 in Salesmanship Fundamentals.

2. Read pages 106-108 in Retailing-Principles and Practices.

3. Do the problems on page 108 and 109 of Retailing Practices and Procedures. Have your instructor check your responses.

4. Attend and participate in class discussion on handling customer complaints by your instructor.

5. Read Information Sheet IX-4-1, "Handle Customer Complaints."

6. Do problems on Information Sheet IX-4-2, "Customer Complaint Situations."

7. React to another student giving you a complaint and have a student evaluate you.

Evaluation

List five important points to remember when handling customer complaints and explain why they are important without the use of references.

INFORMATION SHEET IX-4-1

Handle Customer Complaints

There will be times when you will be approached by a customer with a complaint. The things to remember in settling complaints are:

1. Be courteous in every situation. Listen without interrupting and don't be defensive. Many complaints made by customers are justified and, even when they are not, you should treat the customer as if they are right, they might not be, but let he or she think they are. Never argue with a customer.

2. Show genuine interest in the customer and them complaint. Let the customer know that they are important. Agree with the customer that they have a right to complain; however, don't ever admit fault for your employer and don't downgrade your employer or another employee. This would be unethical.

3. Settle the complaint immediately in order to satisfy the customer. If you are unable to correct the situation, refer them to someone else who can.

4. Refer complaints of a serious nature to someone in authority. Complaints about products that caused illness or complaints about injuries.

5. Be aware of your company policies pertaining to customer complaints.

INFORMATION SHEET IX-4-2

Customer Complaints Situations

Below are three situations dealing with customer complaints. Read the situations and explain how you would handle each.

1. A customer tells you that a can of sardines that she purchased last week made their young son ill and required hospitalization.

2. A customer tells you that aisle three is wet and they slipped and almost fell.

3. A customer complains about the store being crowded and only four of the eight checklanes are open.

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Competency 5: Answer customer questions concerning directions and products. (IDECC 116)

Learning Steps

1. Listen to the customers questions carefully, do not ignore them.
2. Answer the inquiry or refer the customer to a store employee who can.
3. Keep in mind store policy when answering questions.

Learning Activities

1. Attend and participate in class discussion on answering questions concerning directions and products by your instructor.

2. Read Information Sheet IX-5-1, "Handling Customer Questions".

3. Give your response to questions on Information Sheet IX-5-2, "Customer Situations".

4. Simulate a customer asking questions about a product in your store with another student.

Evaluation

Write in your own words the proper procedure for answering customer questions, without the use of references.

INFORMATION SHEET IX-5-1

Handling Customer Questions

As a cashier-checker you will be asked many questions about products and directions. Take time to answer all questions politely. Keep in mind that a cashier-checker's first responsibility is to their immediate customer. Never leave your check stand with customers waiting, to show another customer where to find an item. Call another employee to help, or tell the customer exactly where they can find the merchandise. (Example: Aisle 3 about half way, 2nd shelf from top.) If you cannot answer the question, you should never say "I don't know". Tell the customer that you are not sure but you will find out. Then do it. Nothing shakes the customers confidence more that a checker admitting their lack of knowledge of the business.

Regardless of the type of inquiry you get from the customer, be courteous, show interest in the customer's problem, and treat the customer with respect. Most customers would not take the time to make inquiries unless they needed help.

Refrain from giving confidental information. Keep in mind the customers are not an interruption of your work. You are being paid to serve them. The customer does not need your store, but your store needs all their customers.

INFORMATION SHEET IX-5-2

Customer Situations

In your own words give your response to the following questions.

1. Are these doughnuts fresh?

2. Where can I find the dish detergent you have on sale?

3. I was unable to find Sudsy Bubble Bath. Do you sell it anymore?

4. Do you cash checks?

STUDENT COMPETENCY SHEET

Unit IX: Serving Customers

Competency 6: Process Customer Through Check-Out Counter

Learning Steps

1. Smile and greet the customer.
2. Remove merchandise from bottom of the cart if applicable.
3. Look at the price before you enter the amount on the cash register.
4. Use proper fingering on the key board.
5. Pass merchandise back firmly to the bagger if applicable.
6. Place crushable and perishable merchandise to the side.
7. Check the multiple priced items as one unit. (Example: Priced 3/$1.00--place items to one side until you have all three)
8. Compute the price of a single multiple-priced item. (Customer has 1 item priced 3/$1.00 = .34.
9. Call for a price check on unmarked or illegibly marked items.
10. Weigh and price merchandise if applicable.
11. Handle errors, refunds, coupons, etc. correctly.
12. Use order seperater bar if applicable.
13. Taxable total to determine sales tax if applicable.
14. Compute and add sales tax if applicable.
15. Total the register.
16. Inform customer of amount due.
17. Accept and validate amount tendered.
18. Enter amount tendered on cash register.
19. Silently count change as you take it out of cash drawer.
20. Orally count change back into the customers hand.
21. Bag or wrap the customers purchases.
22. Place receipt in the customers bag or hand.
23. Handle store promotions.
24. Show courtesy and consideration at all times.
25. Thank customer and ask them to return.

Learning Activities

1. Attend a lecture/demonstration by your instructor on "Processing a Customer through the Check Out Counter".

2. Read Information Sheet IX-6-1, "Process Customer Through The Check-Out Counter."

3. Read pages 288-291 in Grocery Checking Today.

4. Practice the check-out procedure using another student as the customer.

Evaluation

Process a customer through the check out lane using the correct procedure provided in the learning steps.

INFORMATION SHEET IX-6-1

Process Customer Through the Check-Out Counter

1. Smile and greet the customer by name if possible. Every one likes to be recognized and be called by their name. Get to know your customers and be friendly with them, but not overly. The management does not want you to carry on lengthy conversations holding up the lines.

2. Remove merchandise from the bottom of the cart if applicable. Some of the shopping carts still have a bottom rack where the customer places merchandise. It's the checker's responsibility to make sure every thing is on the check-out counter. More profit is lost on the bottom of the cart than any other loss. It has been estimated that one cashier will lose over $1,500.00 per year by not checking the cart.

3. Look at the price before you enter the amount on the cash register. Always look at the price marking on the merchandise. With prices changing every day you can't memorize very many prices. Also there may be as many as 6,000 to 12,000 different items stocked and it's impossible to remember that many prices.

4. Use proper fingering on the keyboard. It is a proven fact, if a job is done in a definite pattern, procedure, or method, it is less tiring and more accurate.

5. Pass merchandise back firmly to the bagger. On busy days you will probably have a bagger to do the bagging. Placing your left hand behind the merchandise and pushing it back firmly gets the items to the bagger without them having to reach for them. Don't throw the merchandise. This might result in damaged goods or an injury to the bagger.

6. Place crushable and perishable merchandise to the side. Any merchandise that is crushable or bruisable should be placed to the side where they will not get damaged by the heavy merchandise as it is being slid down the counter. Items such as tomatoes, fresh fruit, bread, cakes and rolls should be placed to the side and then placed in the top of the customers bags.

7. Check multiple priced items as one unit. (Example: Canned peaches at 3/$1.39.) Set any part of a unit to one side until you have the complete unit before entering on the cash register.

8. Compute the price of one item of a multiple priced item. (Example: customer purchases 1 item marked 3/$1.39.) As a cashier, you must determine the price of one such item.

9. Call for a price check on any unmarked or illegibly marked merchandise. When you come to an item that has no price marking or a smeared price always call for a price check. There is someone in the office or courtesy booth with a price book to give you the correct price. If not send another employee back to the shelf to

check the price. Don't leave your check stand. Don't ask the customer and don't ask another checker. Above all don't guess at the price. When a checker guesses at the price, they guess nine times out of ten in favor of the customer. This means a loss to your store.

10. Weigh and price merchandise when applicable. From time to time you may be required to weigh merchandise as you process a customer's purchase. The customer may have forgotten to have their produce weighed in the Produce Department.

11. Handle errors, refunds, coupons, etc. correctly. As a cashier, you will make errors from time to time, so you must know how to correct errors. You will handle both vendor and store coupons, bottle refunds, merchandise refunds, and customer over purchases.

12. Use order seperater bar if applicable. In a food store, the order seperater bar is advantageous for the customer as well as the checker. By using the seperater bar, you can make sure you don't run two orders together.

13. Taxable total to determine sales tax if applicable. There are many different cash registers being used today and not all functions are the same. Become familiar with the one in your classroom. If it has a taxable total, you will probably use it. It is used to give you the total amount to be taxed. Most electronic registers are programmed to add the tax automatically.

14. Compute and add sales tax if applicable. When using a cash register that does not automatically add tax you will have to compute the correct sales tax on the purchase. Sales tax will vary from state to state.

15. Total the register. This total informs the cashier and customer of the amount due.

16. Inform customer of the amount due. (Example: turn to the customer and say, "That will be $26.95 please".)

17. Accept and validate amount tendered. The tendered amount can be one, two or more of the following: check, cash, food stamps, credit card, and misc. Check the validity of the amount tendered. Is the check properly written, all lines filled in, etc. Look at both sides of all large currency checking for any alterations, etc.

18. Enter amount tendered on cash register, using the correct tendered key or keys.

19. Count the change to yourself as you remove it from the cash drawer, following the proper procedure for change making.

20. Orally count the change back into the customers hand. Never hand the change to the customer without counting it coin for coin

and bill by bill. Never place the customer's change on the counter top.

21. Bag or wrap the customer's purchases. Bag or wrap the customer's purchases with care following the bagging rules and remembering to bag or wrap the way we would like our purchases bagged or wrapped.

22. Place the receipt in the customer's bag or hand. Always make sure the customer gets a receipt. The receipt belongs to the customer.

23. Handle store promotions. There are many different store promotions used, so be familiar with the ones used in your area. Always treat store promotions as an important part of your job, be enthusiastic and sincere.

24. Show courtesy and consideration at all times. Treat each customer as if they were your best customer. Always be polite and attentive to all your customers.

25. Thank the customers and ask them to return. There are many ways of thanking the customer. You might say; Thank you, please come back. Thank you, have a nice day. Thank you, I've enjoyed serving you, etc. Always remember that you, the cashier, are the store. The qualities you portray to the customer are the qualities they remember about the store.

STUDENT COMPETENCY SHEET

Unit X: Store Safety and Security

Competency 1: Look for and correct hazardous conditions (IDECC-732, 777).

Learning Steps

1. Define hazardous store conditions.
2. Locate hazardous condition.
3. Obtain necessary tools and equipment for correcting the hazard or contact the person responsible for correcting the hazard.
4. Correct the hazard.
5. Return all tools and equipment used to their proper location.

Learning Activities

1. Attend a lecture by your instructor on locating and correcting hazardous store conditions.

2. Read the appropriate pages of one of the following N.I.O.S.H. (National Institute for Occupational Safety and Health) Health and Safety Guides:
   Grocery Stores, Publication No. 75-112
   Retail Bakeries, Publication No. 75-135
   Sporting Goods Stores, Publication No. 75-141
   Retail Lumber and Building Materials, Publication No. 75-146
   Hotel and Motels, Publication No. 76-112
   Eating and Drinking Places, Publication No. 76-163

3. Read Making Safety Work, National Safety Council, 1976.

4. Make six safety posters for a retail store.

5. Read Information Sheet X-1-1; "Common Retail Store Hazards."

6. Visit a large retail store and identify potential and existing hazardous conditions.

Evaluation

List 10 common hazards in retail stores and how they would be corrected.

INFORMATION SHEET X-1-1

"Common Retail Store Hazards"

1. Wet or slippery floors.
2. Empty dollies in aisles.
3. Empty shopping carts in aisles.
4. Leaning displays.
5. Cans which have fallen from shelves into aisles.
6. Jars or bottles which have broken on shelves or in aisles.
7. Cartons of merchandise that are to be shelved left in aisles.
8. Empty cartons left in aisles.
9. Sharp edges on corners of shelving on displays.
10. Cutters left on shelves.

STUDENT COMPETENCY SHEET

Unit X: Store Safety and Security

Competency 2: Detect and/or Prevent Shoplifting. (IDECC 651, 699)

Learning Steps

1. Define common methods of shoplifting and types of shoplifters.
2. Observe suspected shoplifter closely.
3. Notify the store manager.
4. Do not accuse or apprehend shoplifter.

Learning Activities

1. Attend a lecture by your instructor or guest speaker on shoplifting.

2. View one of the following films:

   "The Shoplifter"
   "The Silent Crime"
   "They're Out to Get You"
   "Caught"
   "The Invisible Shopper"

3. Read "Reducing Shoplifting Losses" Small Business Administration, Washington, D.C. (Small Marketers Aid No. 129) by Addison H. Verrill.

4. Read Information Sheet X-2-1; "Facts About Shoplifting".

5. Read Information Sheet X-2-2; "The Ten Types of Shoplifters to Watch Out For"

6. Read Information Sheet X-2-3; "Methods of Shoplifting."

7. Read Information Sheet X-2-4; "Tools Used by Shoplifters."

8. Read Information Sheet X-2-5; "Tips on Prevention of Shoplifting."

Evaluation

List eight precautions that can be taken to prevent shoplifting. The criteria for this evaluation will be taken from the Information Sheets. You may not use any references.

INFORMATION SHEET X-2-1

"Facts About Shoplifting"

1. Nationally, shoplifting losses are estimated at $8 million a day--or $3 billion every year.

2. According to Pinkerton estimates, one out of every sixty customers is a shoplifter. Shoplifting losses in retail stores have increased 500% since 1960, with the average value of goods stolen by a shoplifter set at $28.00.

3. The courts have held that requiring a suspected shoplifter to return to the store constitutes an arrest. This gives rise to a rule that has no exceptions: If no confession is obtained, the apprehended shoplifter must be prosecuted. Failure to do so exposes the store to a lawsuit.

4. A signed confession by a shoplifter must be obtained without intimidation, threat, coercion, or promise of any kind. Requirements binding law enforcement officers, such as advising the subject of the right to consult an attorney, do not apply to store personnel.

5. Kleptomaniacs and people who steal because they are actually hungry account for less than 1% of all shoplifting losses. Professionals steal large amounts of merchandise, but the greatest losses result from theft by ordinary people who are neither kleptomaniacs, desperately in need, nor professionals. Women and children constitute the largest percentage of shoplifters taken into custody today.

6. Shoplifters like crowded first floors, sales counters with piles of merchandise, and articles displayed near exits.

7. Holidays when shopping is heavier offer increased opportunities for shoplifting, as do luncheon and dinner hours and shift changes when few sales people are on duty.

8. Palming is the simplest and most common method of shoplifting small articles.

9. The favorite place for women shoplifters to hide items is in a purse; for men in their pockets. Amateurs also use shopping bags or boxes from other stores, umbrellas, knitting bags, strollers, baby carriages, sample cases, brief cases, overnight bags and lunch boxes.

10. Professional shoplifters often use mechanical devices, including specially built boxes for stolen merchandise, and belts with eyelets or hooks that hold merchandise suspended around the waist under a coat.

11. Fitting rooms are excellent for concealing stolen merchandise. Occasional surveillance of fitting rooms has proved effective in curtailing this method of shoplifting and recent court decisions have confirmed the legality of surveillance when done by store personnel.

12. Professional shoplifters often transfer stolen items to a confederate. This is the reason for the rule: "If you lose sight of a shoplifter for an instant, never apprehend." The legal consequences of arrest without evidence are far too serious to be ignored.

13. One of the best preventive measures against shoplifting is to constantly study store operations to find weak spots. Security experts say half the losses by shoplifting can be stopped if procedures are tightened and strictly adhered to.

INFORMATION SHEET X-2-2

"The Ten Types of Shoplifters
to Watch Out For"

1. The Juvenile
Juvenile shoplifters are more of a nuisance than a threat, because they usually confine their plunder to inexpensive items. The best defense is to assign an experienced clerk to approach juveniles immediately, serve them, and get them out of the store as quickly as possible.

2. The Drug Addict
With the increase in drug abuse, the shoplifter-addict has become an increasingly serious problem. Because they are often desperate for money to maintain their "Habit", the addict will take long chances. They may be easy to spot because of unusual behavior, but being desperate they are the most dangerous to handle. Apprehension should be left to store security people or the police; store personnel should not attempt to apprehend an addict.

3. The Thrill-Seeker
The thrill-seeking shoplifter usually has no particular desire or need for the merchandise, but steals simply for the thrill of taking a risk. Cause of the act may be a desire to "show-off" or the acceptance of a dare.

4. The Person of Limited Means
People of limited means, needing something for themselves, their children, or their homes, sometimes rebel against the fates that force them to exist on an inadequate income and yield to temptation. A desire for beauty often prompts women to become shoplifters of cosmetics, costume jewelry, and other personal accessories, especially when they find the cost of good grooming out of their reach.

5. Kleptomanic
Kleptimania is a tragedy for those it afflicts. This desire to steal is a disease and the victim can seldom control their actions. Basically, the kleptomaniac is a person who feels more or less unconsciously that they have been cheated in life and is irresistibly driven to "get even". Nervous tensions and gland maladjustments sometimes bring about kleptomania. Kleptomaniacs are very careful in preparing for a theft. In fact, the exaggerated care with which they work is generally wnat attracts attention the them. This type of shoplifting is a medical case for a psychiatrist, not a criminal case for the court.

6. The Professional
The professional shoplifter steals for profit and is the type most costly to retailers. Because they must live on the results of their pilferage, the professional is highly skilled. They are the most difficult to detect and apprehend because they work with extreme con-

fidence and nonchalance. Professional shoplifters know what to take; they steal expensive merchandise that can be converted easily into cash. Since the professionals are attracted to expensive items, the best protection is to keep this type of merchandise under cover.

7. The "Refund Racket"
When a professional shoplifter disposes of stolen items to a pawnshop or "fence", they net only a small percentage of the actual value. But if they can turn in the stolen merchandise for refund, they get 100% of the price of the article that was stolen. You can request that the cash register receipt accompany merchandise returned for refund to show that the merchandise was purchased at your store.

8. Teams
Professionals are often operating in teams. With a team,one person draws the sales clerk away from a particular spot in the store, leaving it unprotected so that the partner can shoplift. In a well-staffed store, a team can operate. One of the members engages the sales clerk, a second keeps watch, and the third takes the merchandise.

9. The "Tipsy" Customer
The person whose actions indicate that they are drunk, dazed, or ill should be watched, for he may be a shoplifter. Sometimes this type of shoplifter will stagger drunkenly into a store, clutching a dollar bill in their hand. Unsuspecting clerks assume that they want to buy something, but close observation may reveal that every time they stagger or lean against a counter, an article on the counter disappears into their pocket.

10. The Housewife
Sometimes housewives steal ridiculously low-priced merchandise---$.19, $.29, $.69 items---and excuse their actions by saying that the store will never miss an inexpensive article. This shoplifter is difficult to control, because they often conceal the stolen merchandise on their person. If suspected or questioned, they may threaten a lawsuit to prevent any attempt to search them.

INFORMATION SHEET X-2-3

"Methods of Shoplifting"

1. Persons wearing loose, baggy clothing.
2. Persons carrying loosely folded umbrellas, shopping bags, and folded newspapers.
3. Women with open handbags dangling from one arm, while holding change purses in plain view.
4. Intoxicated customers.
5. Baby carriages wheeled through the store.
6. Customers who engage you in conversation to divert your interest. Such people are often accompanied by partners who will steal while your attention is diverted.
7. Persons wearing unseasonable clothing such as heavy coats on warm days or raincoats on sunny days.
8. Persons carrying unwrapped merchandise in unrelated areas.
9. People who hang around but make no attempt to buy anything.
10. People who hang around the restroom.
11. People who act nervous.
12. People who hang around the displays that are hidden from the clerks.
13. Teenagers grouped around a display.
14. Customers pretending to be waiting for someone.
15. A customer who always sends the clerk away on the pretense they want another size, color, etc.
16. Peole who go into receiving or stock rooms who have no business there.

INFORMATION SHEET X-2-4

"Tools Used By Shoplifters"

1. Boxes tied or wrapped like a regular suit box or other parcel but with a hinged top, bottom, or end.
2. Belts or harnesses to be worn under coats.
3. Work clothing bundled in a package.
4. Pants or bloomers with full pockets.
5. Large wristed gloves.
6. Musical instrument cases.
7. Helper coats with large pockets.
8. Pockets running the full length of the sleeve or large sleeves with cuff pockets.
9. Newspapers or magazines that are folded to hold phonograph records.
10. Umbrellas that are fitted with elastic bands that are attached to the ribs of the umbrela.
11. Cases that look like those carried by doctors.
12. Baby carriages, some have false bottoms and others are filled with blankets to cover articles that are stolen.
13. Purses that are in baskets in self-service stores, also shoulder bags.
14. Maternity clothes--sometimes the bulge is false and holds a lot of merchandise.
15. Books that are hollowed out to hold small items.
16. Dresses with pockets in the back of the neck so small articles can be dropped in while the hair is being fixed.
17. Bandaged arms with false plaster casts.
18. Toilet tissue or paper toweling with one end open so that small articles can be put in the broken end.
19. Coats carried on the arm or laid on the counter that may be laid over merchandise.

INFORMATION SHEET X-2-5

"Tips on Prevention of Shoplifting"

1. Use alert, aggressive salesmanship at all times; greet each customer propmtly.

2. Even if you are busy, let other customers know that you see them. Bid and state pleasantly, "I'll be with you in a moment".

3. If you suspect a customer is being tempted to pilfer, watch them openly, carefully but courteously. Being watched discourages most shoplifters.

4. Place expensive items behind counter or in a closed display case.

5. Keep aisles clear.

6. When possible, keep items away from the edge of the counter.

7. Check dressing rooms often for clothing left by customers. Check customers as they enter and leave the dressing room.

8. Keep empty hangers off display racks at all times.

9. Keep displays as complete as possible; this makes it easier to spot shoplifters.

10. Check merchandise as you write up the order. Look for ticket switching and concealment of additional merchandise inside merchandise customer is buying. Know your merchandise.

11. Never turn your back on a customer if you can avoid it.

12. Be expecially alert during opening, closing, and lunch hours.

13. Shoplifters fear attention--give them plenty of alert, friendly service.

14. The shoplifter never keeps their eyes on the merchandise they are about to steal.

15. Watch the hands--the hands do the stealing.

16. Beware of loosely-wrapped parcels which could have false openings.

17. Be expecially observant of people wearing loose, bulky coats or dresses.

18. One of the simplest methods of shoplifting is for a person to try on merchandise and then walk away from the department wearing it.

19. Never leave your section unattended.

20. Serve young customers as quickly as possible--help them keep out of trouble.

STUDENT COMPETENCY SHEET

Unit X: Store Safety and Security

Competency 3: Prevent Money Manipulation (IDECC-818)

Learning Steps

1. Define types of money manipulation.
2. Be aware of manipulators.
3. Be able to detect it without confusion and calmly.
4. Know your store policies on handling money manipulations.

Learning Activities

1. Attend a lecture/demonstration on "The Manipulation of Money," given by your instructor or an invited guest.

2. Read the appropriate pages of the text provided by your instructor.

3. Read Information Sheet X-3-1 "Types of Money Manipulation".

4. Write a classroom simulation with the help of other classmates as a money manipulator.

Evaluation

List five types of money manipulation and ways to prevent and/or detect them. You may not use references. Information Sheet X-3-1 will be the criteria.

INFORMATION SHEET X-3-1

"Types of Money Manipulation"

The money manipulator; they will deliberately try to cheat you by:

1. Claiming they gave the cashier a larger bill than they actually did.

2. Confuse the cashier by asking question as the change is being counted.

3. Interupt the cashier and ask for change for a larger bill.

4. Do anything to confuse or distract the cashier and then try to clear up the problem.

5. Boldly reach into the cash drawer after distracting the cashier while the drawer is open.

6. Skillfully split a bill, seperating the face from the back and attaching each to a one dollar bill. The results of splitting a $20 bill, attatching each side to a one dollar bill could be $40 instead of $21.

7. Passing counterfeit money. "Bad" money is usually blurred, lines are furry, details not clear or sharp and the paper is lacking the characteristic red and blue fibers.

STUDENT COMPETENCY SHEET

Unit X: Store Safety and Security.

Competency 4: Deal with Robbers

Learning Steps

1. Know your store policy.
2. Remain calm.
3. Give the suspect only what is demanded.
4. Take a good look at the suspect.
5. Be able to describe the type, size and color of the weapon.
6. Observe to see if the robber touches anything which could leave fingerprints.
7. Watch the direction of the robber after they leave the store.
8. Immediately write down all details of the robbery.

Learning Activities

1. Attend a lecture by your instructor or invited guest on dealing with a robber.

2. Read the appropriate pages of the references provided by your instructor.

3. Read Information Sheet X-4-1; "If You Are Robbed."

4. Write a script for a robbery simulation and have the other students critique how it was handled.

5. Complete Information Sheet X-4-2 as a guide and for your evaluation.

Evaluation

Given a written store situation, respond in your own words exactly what you would do. The Learning Steps and Information Sheet X-4-1 will serve as the evaluation for this. You may not use any references.

INFORMATION SHEET X-4-1

"If You Are Robbed"

1. Remain as calm as possible. Avoid any action that may increase danger to yourself or others.

2. Give the robber only what is demanded. Follow all instructions.

3. Observe the robber closely. When trying to determine age, height, weight and appearance, make comparisons between yourself and the robber.

4. If the weapon is in sight, be able to describe size, type and color of the weapon.

5. Observe whether the robber touches anything the police can use for fingerprints.

6. Observe the direction the robber goes after leaving the store and if a vehicle was used.

7. Immediately after the robbery, write down every possible detail you can remember regardless how important you think it is.

8. Be prepared to assist the manager and the police if asked.

INFORMATION SHEET X-4-2

Read the following case situation. Briefly write what you would do. Check your answers with Information Sheet X-4-1.

A man and a woman are being checked out at your cash register. You complete the transactions. Immediately, the man places his hand in his coat pocket and says, "This is a hold-up. Empty the register."

STUDENT COMPETENCY SHEET

Unit XI: Receiving and Stocking Merchandise

Competency 1: Receive Merchandise (IDECC-708)

Learning Steps

1. Count each item of merchandise.
2. Verify count with invoice.
3. Write number received on invoice next to each item.
4. Examine merchandise for damage.
5. Indicate any damages on the invoice.
6. Discuss any discrepancies with your supervisor.

Learning Activities

1. Attend a presentation by your instructor on "Receiving Merchandise".

2. Read Chapters 3, 4, 5, 6 and 10 in The Receiving, Checking, Marking, Stocking Clerk.

3. Read pages 274-286 in Retail Merchandising, or the appropriate pages of the text provided by your instructor.

4. Review Information Sheet XI-1-1, "The Invoice."

5. Complete the problem on Information Sheet XI-1-2, "Invoice Check".

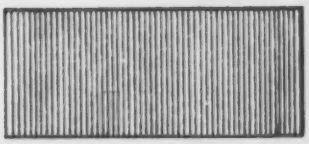
Evaluation

Check in merchandise received, your instructor will provide you with merchandise and invoice. The recorded count should be accurate and all nmotes concerning visible damage should appear on the invoice.

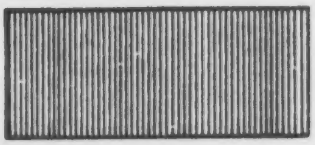
INFORMATION SHEET XI-1-1

"The Invoice"

INVOICE



PRESTON, INC.
1234 FIRST ST.



SOLD TO:

INVOICE NO:

DATE:

DATE RECEIVED:	DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
Received by:		Date:	Invoice Total		

INFORMATION SHEET XI-1-2

Invoice Check

The following merchandise has been received at the grocery store where you work.

4 cases of chocolate candy bars with nuts

4 boxes of spearmint chewing gum

8 boxes of peppermint chewing gum

10 boxes of candy mints

12 boxes of breath fresheners

8 boxes of bubble gum

4 cases of bagged candy

3 boxes of sugarless chewing gum

2 boxes of chewing tobacco

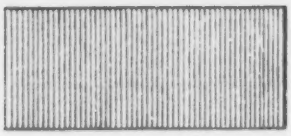
8 boxes of cigars

Using the invoice on the next page, check the merchandise.

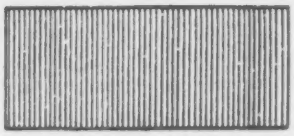
INFORMATION SHEET XI-1-2 (continued)

"Invoice Check"

INVOICE



PRESTON, INC.
1234 FIRST ST.



SOLD TO: YOUR GROCERY STORE
1003 ANY ROAD
ANYTOWN

INVOICE NO: 00005

DATE:

DATE RECEIVED: / / /

DATE SHIPPED: / / /

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
4 cs.	0001	candy bars, chocolate 8 oz. Plain	4 cs.		
3 bxs.	0007	chewing gum, spearmint	3 cs.		
8 bxs.	0009	chewing gum, peppermint	8 bxs.		
11 bxs.	0011	candy mints, asstd.	11 bxs.		
12 bxs.	0013	mints, breath freshners	12 bxs.		
8 bxs.	0018	bubble gum	8 bxs.		
4 cs.	0031	candy, bagged, 1 lb.	4 cs.		
3 bxs.	0081	sugarless gum	3 bxs.		
2 bxs.	0050	chewing tobacco	2 bxs.		
8 bxs.	0095	cigars, panatela	8 bxs.		
Received by:		Date:	Invoice Total		

18.

STUDENT COMPETENCY SHEET

Unit XI: Receiving and Stocking Merchandise

Competency 2: Price and Stock Merchandise (IDECC-396, 697, 709)

Learning Steps

1. Open cases safely and without damage to the merchandise.
2. Mark correct price with appropriate marker.
3. Place price in proper location on the merchandise.
4. Safely transport merchandise to proper location.
5. Check for price agreement with previously stocked items.
6. Check shelf allocation.
7. Rotate stock.
8. Clean shelves and merchandise.
9. Stock the number of items as indicated by the shelf allocation.
10. Avoid blocking the aisle.
11. Turn all labels facing the customer.
12. Pull shelved merchandise to shelf edge.
13. Tear down empty cases.
14. Remove all damaged items from the shelf.
15. Return empty cases, equipment and damaged goods to appropriate place.

Learning Activities

1. Attend a lecture/demonstration on "Receiving and Stocking Merchandise" by your instructor.

2. Read Chapters 7, 8, and 9 in The Receiving, Checking, Marking and Stocking Clerk.

3. Read Chapter 9 in Retail Merchandising.

4. Complete the matching questions on Information Sheet XI-2-1 "Opening Cartons and Cases."

5. Practice opening cases as mentioned on Information Sheet XI-2-2 "Practice Case/Carton Opening" (If cases are available).

6. Complete Information Sheet XI-2-3, "Price Marking".

7. Review Information Sheet XI-2-4, "Self-Check".

8. Complete Information Sheet XI-2-5, "Stocking Shelves and Racks".

9. Practice pricing and stocking shelves with another student.

Evaluation

Price and stock merchandise provided by your instructor, use the Learning Steps as the criteria.

INFORMATION SHEET XI-2-1

"Opening Cartons or Cases"

Check your knowledge of how to open a case properly by matching the following situations with the proper cutting procedures. Then do the exercises.

MATCHING:

1. Cut the cases halfway between the bottom and top on all four sides. _____
2. The top of the case is cut off. _____
3. An "X" is cut on the top of the case. _____
4. The case is cut about one-fourth of the way up from the bottom on all four sides. _____
5. The cuts are made on all four sides of the carton, one-fourth of the way up from the bottom and one-fourth of the way down from the top. _____

a. Case contains boxed products.

b. Case contains two layers of cans.

c. Two layers of products which are to be displayed in the case.

d. Case contains one layer of bottles or cans.

e. Case contains one layer of product which is to be displayed in case.

INFORMATION SHEET XI-2-2

"Practice Case/Carton Opening"

Exercises: With the case cutter and cases provided, cut the cases for the following situations:

1. Two-layered case of green beans for price marking.
2. One-layered case of catsup for price marking.
3. Case of corn flakes for price marking.
4. Two-layered case of soup for price marking and tray display.
5. One-layered case of mayonnaise for price marking and tray display.

INFORMATION SHEET XI-2-3

"Price Marking"

To check your knowledge of proper price marking, answer the following questions and do the exercise which follows.

Questions

Complete the following statements by filling the blanks with the proper word or phrase.

1. The four main things that improper price marking cause are:

   _____, _____,

   _____, _____.

2. The four kinds of price-markers are: _____,

   _____, _____, _____.

3. The marker that will mark only one price is the _____.

4. The marker that can be set for many different prices is the

   _____.

5. The set of price stamps contains three types of stamps. These are: _____, _____,

   _____.

6. The four most common spots on the products on which to mark the prices are _____, _____,

   _____, and _____.

INFORMATION SHEET XI-2-4

"Self-Check"

	Yes	No
1. I opened the cartons safely with the case cutter, always cutting away from myself.	____	____
2. I opened the one-layer carton of merchandise by:		
a. Adjusting the case cutter to the thickness of the carton.	____	____
b. Cutting around the lid on three sides.	____	____
c. Pulling the lid up and cutting the fourth side from the inside of the top.	____	____
3. I opened the carton with two layers of merchandise by:		
a. Adjusting the case cutter to the thickness of the carton.	____	____
b. Cutting away from myself.	____	____
c. Placing the point of the box cutter into one side and cutting each of the four sides halfway between the top and the bottom, turning the case after each cut.	____	____
4. I opened the carton of merchandise in cellophane bags by:		
a. Adjusting the case cutter to the thickness of the carton.	____	____
b. Cutting an "X" on the top of the carton.	____	____
c. Pulling back the cut flaps for price marking.	____	____

INFORMATION SHEET XI-2-4 (continued)

	Yes	No
5. I used the proper price-marker for each carton of merchandise.	_____	_____
6. I placed the correct price on each item of merchandise.		
a. $.59 on one-layered carton	_____	_____
b. $1.98 on one-layered carton	_____	_____
c. $.98 on two-layered carton	_____	_____
d. $.77 on cellophane wrapped items	_____	_____
7. I checked to see that all merchandise was clearly and accurately price-marked.	_____	_____

INFORMATION SHEET XI-2-5

"Stocking Shelves and Racks"

Check yourself on your ability to stock merchandise properly by answering the following questions and doing the following exercise.

Questions

1. Keeping the shelves and racks properly stocked increases sales by at least _____%.
2. Four types of equipment that might be used in transporting stock to the sales floor are _____, _____, _____, and _____.
3. The three things that should be checked before the item is placed on the shelf are _____, _____, and _____.
4. The word sometimes used in referring to the number of rows to be used in stocking the items is _____.
5. The two most common ways of knowing how many rows of an item are stocked are _____ and _____.
6. You should be certain that the prices agree on what three things? _____, _____, and _____.
7. When you empty a case, it should be torn down; it is then called _____.

STUDENT COMPETENCY SHEET

Unit XII: Displaying Merchandise

Competency 1: Build Displays of Featured Merchandise (IDECC 894)

Learning Steps

1. Select type of merchandise to be displayed.
2. Select props and tools needed.
3. Determine display to be built.
4. Obtain merchandise and props.
5. Select the location desired.
6. Construct the display safely.
7. Return unused items to appropriate place.
8. Evaluate display.
9. Clean up.

Learning Activities

1. Attend a lecture/demonstration by your instructor on shippers display, counter display, end-of-aisle display, shelf extender, step display and revolving display.

2. Review Information Sheet XII-1-1, "Types of Displays".

3. Read Chapter 12 in General Merchandise Retailing.

4. Read Chapters 1, 2, 3, 8, 9 and 10 in Merchandise Display.

5. Visit four retail stores and discribe the types of displays that were used.

6. Build a display with the help of another student and have other students evaluate it.

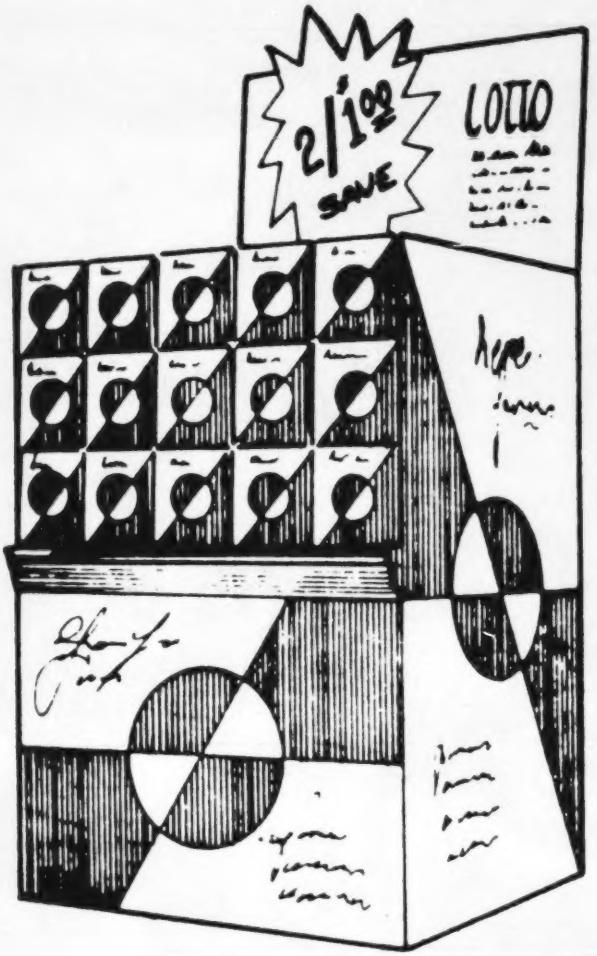
Evaluation

Given the appropriate merchandise, build two displays, using the Learning Steps provided as your guide. Write an explanation of the type, purpose and effectiveness of the types of displays you have built.

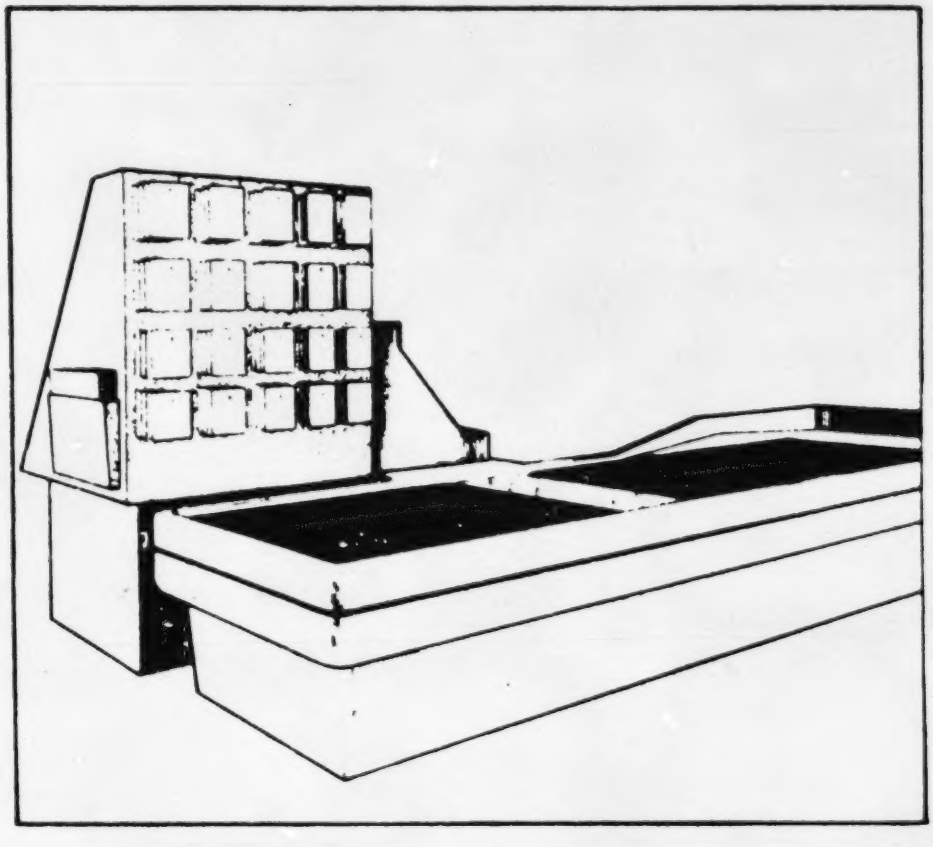
INFORMATION SHEET XII-1-1

Types of Displays

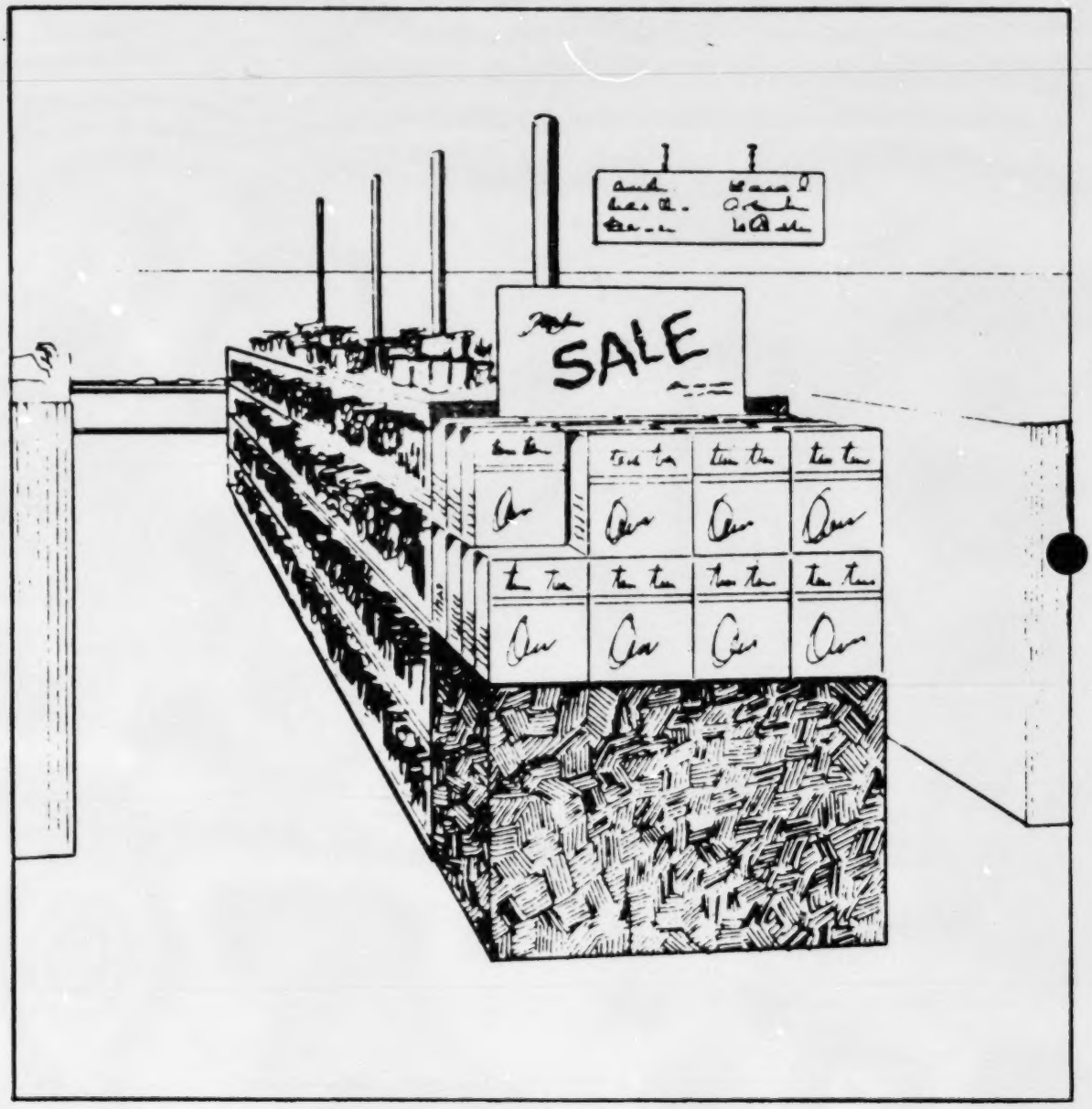
SHIPPERS DISPLAY



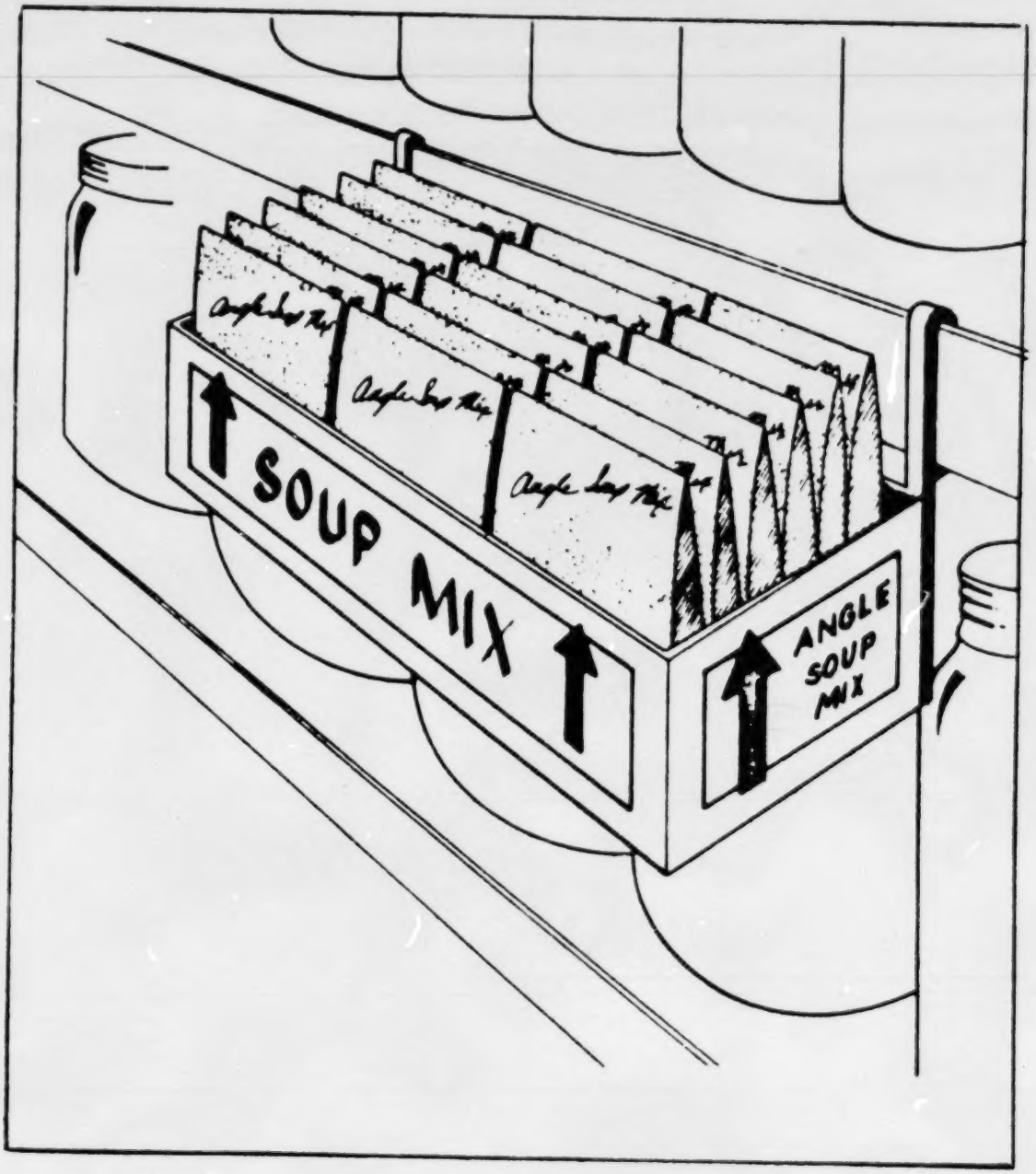
COUNTER DISPLAY



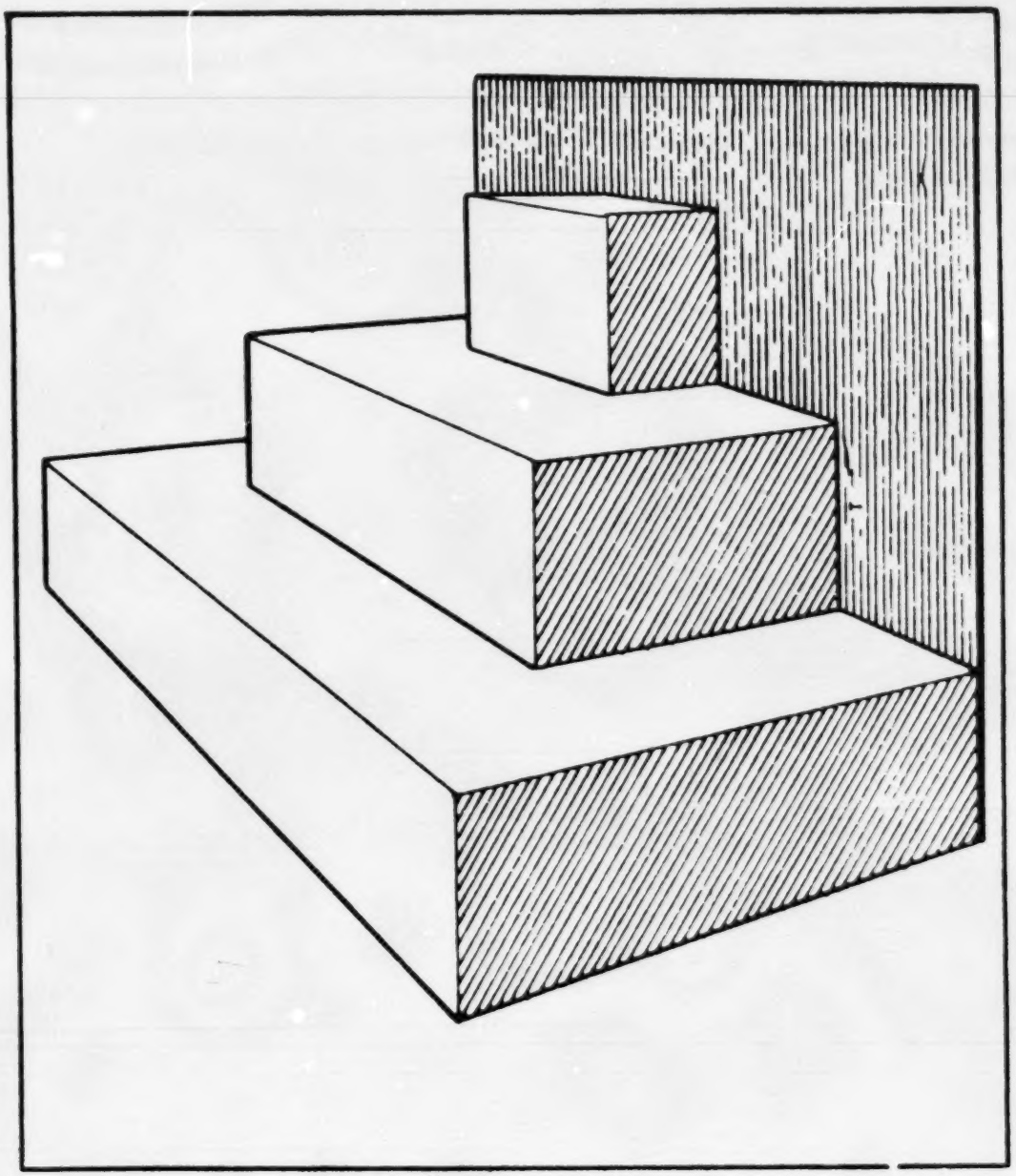
END-OF-AISLE DISPLAY



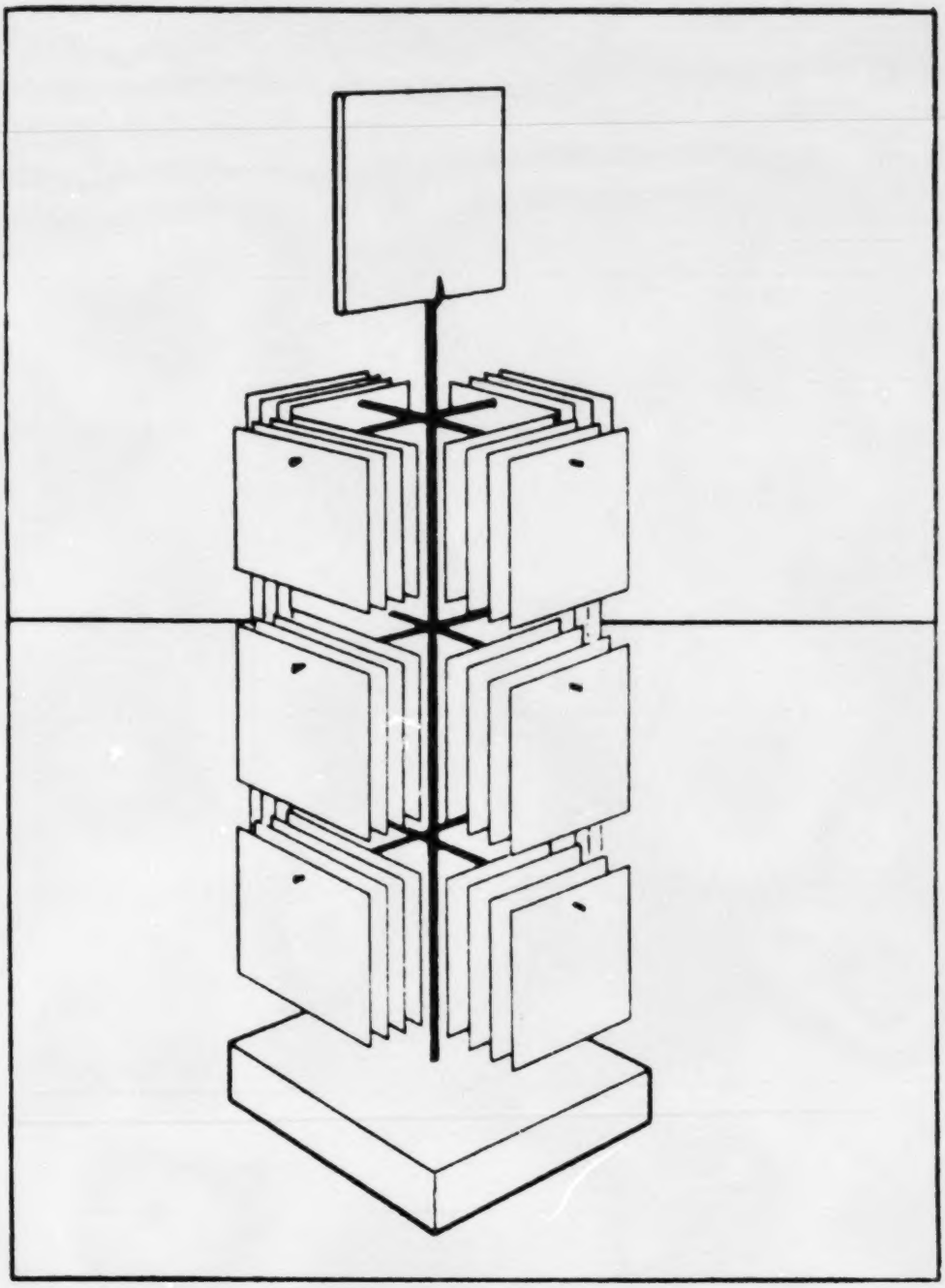
SHELF EXTENDER



STEP DISPLAY



REVOLVING DISPLAY



STUDENT COMPETENCY SHEET

Unit XIII: Miscellaneous

Competency 1: Handle Store Promotions (IDECC 018)

Learning Steps

1. Process the customer's order to the point of subtotal.
2. Look at the subtotal to see if the purchase meets promotion requirement.
3. Total register receipts presented if applicable.
4. Enter price or promotional item if applicable
5. Enter tax if applicable.
6. Complete transaction.

Learning Activities

1. Read Information Sheet XIII-1-1, "Store Promotions."

2. Attend and participate in a class discussion arranged by your instructor on store promotions currently used in your area.

3. Write in your own words, explaining the store promotions you are familiar with.

Evaluation

Process a fellow student through the check lane with a simulated store promotion included.

INFORMATION SHEET XIII-1-1

Store Promotions

As a cashier-checker you will have the responsibility of handling store promotions. The management expects the cashiers to show enthusiasm and concern about the promotional ideas being used in their place of business.

There are many promotional plans used today. Some are games played on cards such as bingo, horse races, punch cards, etc. Other promotions are discount prices with a limited purchase such as sets of dishs, silverware, pots and pans, and small appliances. For example: with a purchase of $10.00 a customer may purchase a place setting of china for $1.99, the original price being $2.99. Another store may have the customers save their cash register receipts to total a specified amount and return for a discount price on merchandise. When this plan is used the cashier must check the dates on the tapes making sure they are for the specified dates and then total the tapes for the specified amount. After the cashier has verified the dates and specified total amount these receipt tapes are to be destroyed.

As a cashier-checker, you will handle many different promotional plans. Become familiar with the ones being used in your area and be sure you know the rules involved. Notice the dates for the promotion, amount of purchase required and premiums being offered.

STUDENT COMPETENCY SHEET

Unit XIII: Miscellaneous

Competency 2: Use Knowledge of General Store Policies (IDECC 117)

Learning Steps

1. Obtain a list of general store policies.
2. Read the list.
3. Ask questions to further your knowledge.

Learning Activities

1. Read Information Sheet XIII-2-1, "Use Knowledge of General Store Policies.".

2. Discuss the policies with your instructor and identify the ones applicable to a retail job you have identified.

3. Read Unit 2-Part 4 in Retailing Principles and Practices.

4. Process a fellow student through a sale using as many store policies as you can.

Evaluation

Identify the general store policies that would apply to a retail job you have identified, without the use of references.

INFORMATION SHEET XIII-2-1

Use Knowledge of General Store Policies

When talking about store policies keep in mind that store policies will vary in each state, city, and store. Most large chain stores provide their new employees with a handbook or pamphlet containing their store policies. If employed where this information is not provided, ask questions about your store policies. By observing your stores policies you can achieve a good working relationship with your employer, customers, and co-workers.

1. Know your merchandise and its location.
2. Always keep your check-out counter clean and the area free of litter and shopping carts.
3. Always perform all the duties required, or asked of you.
4. Never open the cash drawer without a sale.
5. Never leave your check stand unattended.
6. Always ring and record every sales and issue a receipt to the customer.
7. Never borrow or lend company money, merchandise or equipment.
8. Never carry your money in your pockets or make change with your money.
9. Never accept tips from your customers.
10. Never put on make-up or comb your hair at the check stand.
11. Never eat, drink, or chew gum while on duty at the check stand.
12. Never use profanity while on duty.
13. Never keep your purse at the check stand.
14. Never take breaks or lunch hour except when scheduled.

INFORMATION SHEET XIII-2-1 (continued)

15. Never have alcholic beverages or drugs in your place of employment.

16. Never register purchases for your family and friends.

17. No charges are allowed in a cash & carry operation.

18. No advance on salary is allowed unless personally approved by the manager.

STUDENT COMPETENCY SHEET

Unit XIII: Miscellaneous

Competency 3: Perform Housekeeping Duties for Check-out Area (IDECC-614, 750)

Learning Steps

1. Identify necessary housekeeping duties.
2. Dust daily the equipment used in and around the check-out area.
3. Sweep the floor in and around check-out area.
4. Empty trash container.
5. Place empty shopping carts in area provided.
6. Replace all housekeeping equipment to their proper storage areas.

Learning Activities

1. Attend a lecture/demonstration by your instructor on housekeeping duties.

2. Read Information Sheet XIII-3-1, "Cashier-Checker Housekeeping."

3. Practice good housekeeping in your check-out area.

4. Evaluate another student's housekeeping of the check-out area.

Evaluation

In your own words list as many housekeeping duties as you can and why they are important to your job, without the use of references.

INFORMATION SHEET XIII-3-1

Cashier-Checker Housekeeping

The entire check-out area should be kept clean and neat at all times. At least once a week the check-out counter, top and underneath, including the bag storage shelves, should be washed with soap and water. After allowing to dry, the counter top and/or conveyor belt should be waxed. A small paint bursh is handy for cleaning and dusting around and under the cash register keys. A clean cloth should be available for in between dusting and wipe-ups. After checking a customer's purchase, that includes damp produce and/or damp meats and frozen foods, it is necessary to wipe up the counter top and conveyor belt before the next customer unloads their merchandise.

The shelves under your check-out counter should be neat and orderly. Bags should be kept in their proper place. Personal belongings should not be kept under the check-out counter. When time permits, return all merchandise left at the check stand to the proper department. Perishable merchandise should be returned immediately. If you have a customer, ask another employee to return merchandise.

The floor in and around your check stand should be kept free of all litter, including receipt tapes, gum and candy wrappers and wet produce.

Keep your trash container clean and empty when necessary.

Your check-out area should be clean when you check-out the first customer and cleaned up after checking out the last customer.

STUDENT COMPETENCY SHEET

Unit XIII: Miscellaneous

Competency 4: Knowledge of the Universal Product Coding System

Learning Steps

1. Define Universal Product Coding.
2. Identify Examples of Universal Coding.
3. Explain it's use in today's shopping.

Learning Activities

1. Read "Supermarket Scanning and You."
2. Read "Universal Product Code Symbol" in Grocery Checking Today.
3. Attend and participate in a class discussion on, "The Universal Product Coding System."
4. Read Information Sheet XIII-4-1, "Knowledge of the Universal Product Coding System."

Evaluation

Explain in your own words what the Universal Product Coding System is and what advantages retail stores will have using it. You may not use references.

INFORMATION SHEET XIII-4-1

Knowledge of the Universal Product Coding System

The Universal Product Coding System is a standard numbering system adopted and agreed on by retailers, wholesalers and manufacturers, to assign a unique number to every product currently in distribution. The Universal Product Code and symbol were approved and adopted for the food industry on March 30, 1973.

The Universal Product Code adopted for the food industry has 10 digits, the first five identifies the manufacturer, the second five identifies the items in the manufacturers line. Inherent growth capacity provides for codes having up to 30 characters.

The Universal Product Coding System is made up of vertical bars and spaces and the human readable characters are corresponding optical font characters. The Universal Product Coding scannable symbol identifies only the manufacturer and the product, not the price, either in code or human readable characters.

When processing a customer's order at the check-stand the cashier must pass the Universal Product Coding code over the scanner which picks up the code, transmits information to the instore computer or processor, which returns the price to the register. The price appears on the indication and is recorded on the receipt tape by name and price. This makes it easy for the customer to check their receipt for accuracy. Tapes also can be used for comparison shopping. This same process selects the correct price, tax and determines if it is food stampable, computes split prices, and updates department totals and inventory.

Price changes are made by the management and can be done when necessary by changing the price within the system's units.

All merchandise that is weighed in the store must be entered on the cash register manually. Usually these would be fresh meat and produce items.